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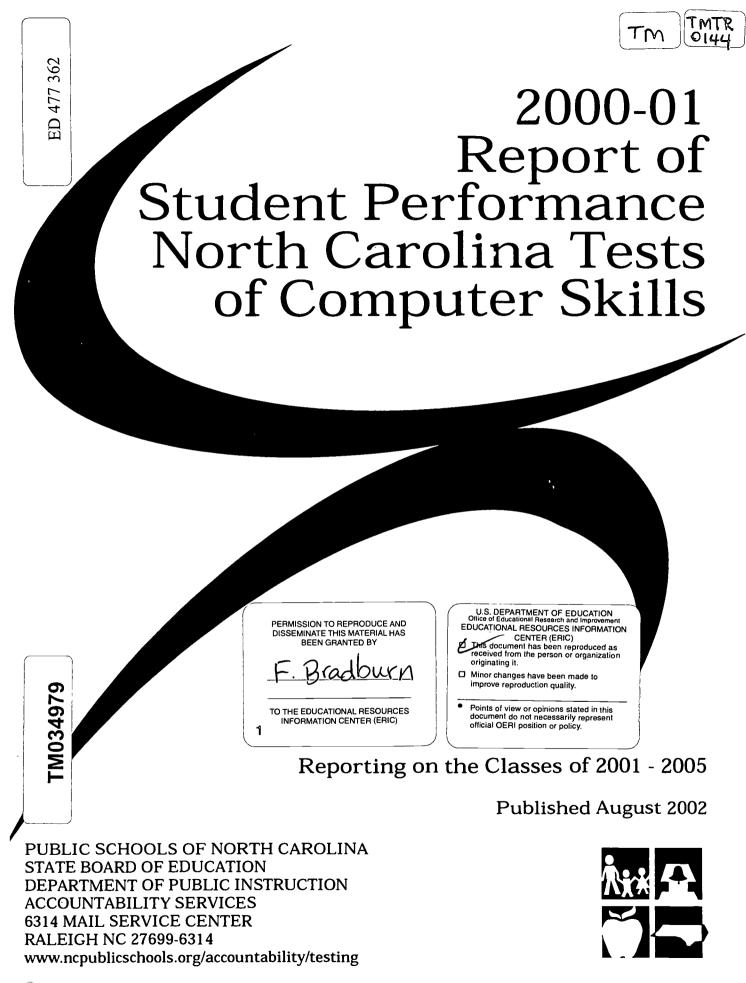
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#### ABSTRACT

This report contains aggregate and disaggregated state-level results from administrations of North Carolina's computer skills tests (performance and multiple choice) in 2000-2001. The report also provides limited information about the performance of school districts and charter schools. Additional data are included in this report about the performance of students with disabilities, students identified as limited English proficient, and students in Title I schools. Students who were in grade 8 in the 1996-1997 school year and beyond are required to satisfy the computer proficiency requirement in order to receive a North Carolina high school diploma. Passing the computer skills requirement is possible in eighth grade, and in 2000-2001, about 79.5% of students who took the test met the requirement at the end of grade 8. There were disparities in performance among subgroups, with Hispanic, Black, and American Indian students passing at lower rates than Asian, Multiracial, and White subgroups. In the 2000-2001 school year, 89.9% of students met the requirement by the end of grade 1, 92.1% by the end of grade 11, and 92.5% at the end of grade 12. Disparities in subgroup performance continued at these grade levels. Some sample questions from the examination are included. An appendix lists North Carolina charter schools. (Contains 19 tables and 28 figures.) (SLD)







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# **2000-01 Report of Student Performance North Carolina Tests of Computer Skills**

August 2002

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Mildred Bazemore, Chief of the Testing Section, and Monica Geary, Educational Research and Evaluation Consultant, at NCDPI designed and wrote the report. Staff at TOPS assisted in analysis and report production.

Thanks are due especially to the Regional Accountability Coordinators, and the Test Coordinators and Accountability staff at the 117 public school systems and the charter schools who provided the data presented in this report. This report could not exist without the dedication of these professionals.



### Executive Summary 2000-01 Report of Student Performance North Carolina Tests of Computer Skills

#### Background

- The State Board of Education, as part of the Quality Assurance Program, initially established a computer proficiency requirement for diplomas issued to the Class of 2000. In October of 1995, the Board modified the requirement by making it effective beginning with the graduating Class of 2001. Students who were in grade eight for the 1996-97 school year and beyond are required to satisfy the computer proficiency requirement in order to receive a North Carolina high school diploma.
- The first opportunity to meet the computer skills proficiency requirement arises during eighth grade. Passing the computer skills standard is defined as passing both the multiple-choice and performance portions of the North Carolina Tests of Computer Skills.
- The Class of 2001 completed the eighth grade at the end of the 1996-97 school year, the Class of 2002 at the end of 1997-98, the Class of 2003 at the end of 1998-99, the Class of 2004 at the end of 1999-00, and the Class of 2005 at the end of 2000-01.

# Findings for Eighth Grade

(Class of 2005)

# • For the 2000-01 school year, about 75.9 percent of students who took the tests met the requirement at the end of grade eight.

• There were disparities in performance among subgroups at grade eight. The Hispanic (50.2%), Black (60.2%), and American Indian (64.9%) subgroups had lower percentages passing the proficiency requirement than the Multi-Racial (78.6%), Asian (80.2%), and White (85.0%) subgroups.

# Findings for Ninth Grade

(Class of 2004)

- For the 2000-01 school year, 80.8 percent of students statewide met the requirement by the end of grade nine.
- There were disparities in performance among subgroups at grade nine. The Hispanic (51.6%), Black (69.7%), and American Indian (71.8%) subgroups had lower percentages passing the proficiency requirement than the Asian (77.4%), Multi-Racial (80.6%), and White (88.3%) subgroups.

# Findings for Tenth Grade

(Class of 2003)

- For the 2000-01 school year, 89.9 percent of students statewide met the requirement by the end of grade ten.
- There were disparities in performance among subgroups at grade ten. The percentages passing were 72.2 percent for Hispanics, 82.9 percent for Blacks, 82.9 percent for Asians, 86.2 percent for American Indians, 89.0 percent for Multi-Racial, and 94.0 percent for Whites.



# Findings for Eleventh Grade

(Class of 2002)

### Findings for Twelfth Grade

(Class of 2001)

- For the 2000-01 school year, 92.1 percent of students statewide met the requirement by the end of grade eleven.
- There were disparities in performance among subgroups at grade eleven. The percentages passing were 83.2 percent for Hispanics, 87.0 percent for Blacks, 88.6 percent for Asians, 89.6 percent for American Indians, 90.7 percent for Multi-Racial, and 94.7 percent for Whites.
- For the 2000-01 school year, 92.5 percent of students statewide met the requirement by the end of grade twelve.
- There were disparities in performance among subgroups at grade twelve. The percentages passing were 88.0 percent for Hispanics, 88.3 percent for Blacks, 90.8 percent for American Indians, 91.8 percent for Multi-Racial, 91.9 percent for Asians, and 94.4 percent for Whites.



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### **Background**

#### **Definitions**

- The first opportunity to meet the computer skills proficiency requirement is during the eighth grade. Passing the computer skills standard is defined as passing both the multiple-choice and performance tests.
- The Class of 2001 completed the eighth grade at the end of the 1996-97 school year. The Class of 2002 completed the eighth grade at the end of the 1997-98 school year. The Class of 2003 completed it at the end of 1998-99, the Class of 2004 at the end of 1999-00, and the Class of 2005 at the end of 2000-01.

North Carolina Standard Course of Study

- The year a student enters grade 8 determines which edition of the tests the student is to be administered in order to meet the requirement for graduation.
- Students who entered grade 8 from the 1996-97 school year through the 1999-00 school year must meet the computer skills proficiency requirement based on the 1992 computer skills curriculum (old). The multiple-choice test assesses: (1) word processing; (2) keyboarding; (3) database use; (4) spreadsheet use; (5) telecomputing skills; (6) societal issues; (7) ethics; (8) terms, operation and care of computers; and (9) the use of computers in various curricular areas. The performance test consists of four parts: (1) keyboarding techniques, (2) word processing/editing, (3) database use, and (4) spreadsheet use.
- Students who enter grade 8 in the 2000-01 school year and beyond must meet the computer skills proficiency requirement based on the 1998 computer skills curriculum (new). The multiple-choice test assesses: (1) keyboard utilization/word processing/desktop publishing, (2) database use, (3) spreadsheet use, (4) telecommunications, (5) societal issues (including ethics and care/operations), and (6) multimedia presentation. The performance test consists of three parts: (1) desktop publishing, (2) database use, and (3) spreadsheet use.

The Standard

- Beginning with the fall of 1997 testing, a student must have a scale score of at least 47 on the multiple-choice test and a scale score of at least 49 on the performance test to meet the computer skills proficiency requirement. The standard is the same for the old and new computer skills tests.
- Students are retested only on the test(s) that they have not passed.



#### Introduction

The State Board of Education, as part of the Quality Assurance Program, initially established a computer proficiency requirement for diplomas issued to the Class of 2000. In October of 1995, the Board modified the requirement by making it effective beginning with the graduating Class of 2001. Students who were in grade eight for the 1996-97 school year and beyond are required to satisfy the computer proficiency requirement in order to receive a North Carolina high school diploma. The requirement is based on the kindergarten through grade 8 competencies of the K-12 computer skills curriculum approved in July 1992 by the State Board of Education. These competencies are defined in the North Carolina Standard Course of Study (SCS). The goals of the requirement are to ensure that: (1) most students enter high school with sufficient computer skills, and (2) no student exits North Carolina high schools without sufficient computer skills.

The North Carolina Tests of Computer Skills (multiple-choice and performance) must be administered by the end of grade eight with subsequent opportunities during high school, as needed, to allow students the opportunity to satisfy the requirement before completing their senior year in high school. Computers have become an integral part of today's world both in the home and marketplace; therefore, computer proficiency is an expectation for graduates of North Carolina's high schools.

Initially, in order to meet the requirement, students were required to achieve a scale score on the performance part of the test equal to or greater than 49 and a combined scale score equal to or greater than 46. Under the old standard when the pass/fail status was assigned, it was assigned for student performance for both parts of the test. The multiple-choice and performance parts of the test were not separate but considered together to determine in a compensatory model a student's pass/fail status.

At the recommendation of the Computer Skills Advisory Committee, after input from educators and others, the State Board of Education modified the standard for passing the computer skills requirement effective July 1, 1997. The modified standard requires that the test be separated into two tests: a multiple-choice test and a performance test. Either test may be passed independently of the other. To pass under the new standard, a student must achieve a performance test scale score of 49 or above and a multiple-choice test scale score of 47 or above.

When documented through the Individualized Education Program (IEP), some students with disabilities may fulfill the computer skills proficiency requirement through the use of the portfolio assessment accommodation. Students with disabilities following the Occupational Course of Study may fulfill the computer skills proficiency requirement "as specified in the IEP" and may not be required to take the Computer Skills tests.

The purpose of this document is to report the performance of students who took the computer skills tests during the 2000-01 school year. This includes the Class of 2001 as twelfth graders, the Class of 2002 as eleventh graders, the Class of 2003 as tenth graders, the Class of 2004 as ninth graders, and the Class of 2005 as eighth graders. Sample questions have been included in this report to provide examples of items on the tests.



### Computer Skills Requirement Guidelines

- Beginning with the eighth grade, a student must be provided focused remedial instruction once the student fails to demonstrate proficiency by not passing the multiple-choice and/or performance test(s).
- Each senior must have at least one additional opportunity during the last month of school prior to graduation to demonstrate computer proficiency.

### Testing Accommodations

- Accommodations are available for students with disabilities with current IEPs or Section 504 Plans and students identified as limited English proficient.
- Accommodations may be provided in accordance with recommendations noted in Testing Accommodations for Students with Disabilities and Guidelines for Testing Students with Limited English Proficiency or to fulfill the needs of individual students.
- The need for accommodations must be documented (for example, in the student's current IEP, Section 504 Plan, or limited English proficiency plan). Accommodations used are to be consistent with routine instructional use and must not invalidate test results.

# Computer Skills Portfolio

- The expectation is that all students will take the tests during the eighth grade. The portfolio assessment is available for those students with disabilities (only) who cannot take the test under standard administration conditions or with accommodations. Portfolio use must be documented in the current IEP or Section 504 Plan.
- The purpose of portfolio assessment is not to provide an easier alternative to demonstrating competency, but to provide an appropriate alternative that meets the same high standards as the tests for students who, because of their disability, are unable to access the test or parts of the test.
- There is no time limit for completion of the portfolio except that to demonstrate proficiency, successful completion is required prior to graduation.
- The expectation is that work to be included in the portfolio will be completed within the school setting over a period of time. The student's teacher and principal must verify the authenticity of the student's portfolio work.

# Occupational Course of Study

• Students with disabilities following the Occupational Course of Study meet the computer skills proficiency requirement "as specified in the IEP." These students may or may not be required to take the computer skills tests.



### Supported Software Packages for Performance Test

- For the administration of the computer skills performance test, the NCDPI provides secure electronic files to accommodate the range of integrated software packages commonly used in schools. For the 2000-01 school year, the following software packages were supported:
  - o AppleWorks for Mac Versions 5, 6
  - o AppleWorks for Windows95 Version 5
  - o Claris Works for Mac Versions 2, 3, 4
  - o Claris Works for Windows Versions 3, 4
  - o MS Office Pro Versions 4, 95, 97, 2000
  - o MS Works for DOS Versions 2, 3
  - o MS Works for Windows Versions 2, 3, 4, 2000, and 2000 Suite
  - o MS Works for Mac Versions 2, 3, 4
- Effective with the 1999-00 school year, the NCDPI no longer supports the DOS version of PFS First Choice and AppleWorks 1.0, 2.0, 3.0, and 4.0 for the Apple IIE when providing secure electronic files. LEAs using such platforms were to upgrade so that the upgraded platforms provide a higher level of standardization and are more in line with technology used in the marketplace.

#### **Scoring the Tests**

- The LEA is responsible for scoring all portfolios for that system.
- The LEA test coordinator, the exceptional children's administrator, and the computer coordinator provide direction for the scoring and approval process for completed portfolios. The LEA may involve other personnel as deemed appropriate.
- For the 2000-01 school year, the North Carolina Test of Computer Skills multiple-choice was scored and aggregated locally. The performance tests were scored by a contractor, selected through a competitive bidding process, who provided the score reports to the LEAs.



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#### **Data Verification**

Differences in Data Analysis: 1996-97 to 2000-01 • The LEAs provided the NCDPI with a pass/fail flag for each student enrolled by submitting an updated "masterbuild" file in the fall of 2001, or by allowing the original "masterbuild" file aggregated in the spring of 2001 to be used.\* LEAs exclude visiting students based on a NCDPI directive.

\*Note: The "masterbuild" file includes absent and foreign-exchange pupils.

- The data collected for the computer skills tests in 1997 and 1998 used the same denominator, which included the number of pupils tested in both performance and multiple choice. In 1999, 2000, and 2001, the denominator included the number of pupils on the NCDPI "masterbuild" file, including absent and foreign-exchange pupils (but did not include visiting students). In 1999 and 2000, the denominator included the number of students who were exempted from participation in the test administrations. These differences should be noted when making comparisons from year to year. As the testing program and methods of reporting data are standardized, differences in data reporting will be eliminated.
- In 1997, fall and spring data were merged centrally and LEAs had the opportunity to correct the final file of pupils. In 1998, all test administrations from fall 1997 to spring 1998 were merged centrally, accounting for the North Carolina State Board of Education's change in the standard. Most school systems edited the merged files locally and returned a file of pupil data that had a pass/fail flag for performance and a pass/fail flag for multiple choice. In 1999, a blank form was sent to LEAs to collect summary data (not pupil data), with a column for the number of pupils on the "masterbuild" file (including exempt and absent pupils), and a column for the number passing both performance and multiple choice. In 2000 and 2001, the LEAs updated scores as needed in their data systems and submitted a "masterbuild" file that contained each pupil's pass/fail flag (data updated after December 31, 2001 are not incorporated in the 2000-01 report). In every year, it was the responsibility of the LEA to submit accurate data and the NCDPI reported data that was submitted.
- For the 2000-01 data year, required reporting variables were added by merging the "masterbuild" file with other testing files where the required variables had been collected. The merge included grade 8 end-of-grade data from 1996-97 through 2000-01 and all end-of-course files from 2000-01. Information from the other testing files was only applied to a student record when both the student name and identification number were identical; therefore, information was not obtained for students where name or identification number changed or was miscoded.



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# Resources Provided by NCDPI

- Lesson plans and staff development activities have been provided by the NCDPI since the computer skills curriculum was revised in 1992. Some of the lesson plans are available on the DPI InfoWeb (www.ncpublicschools.org) and through the NCDPI Office of Publications.
- A released (public domain release) form of each of the computer skills tests has been provided to all LEAs. Copies have been provided at conferences and workshop presentations. Sample test questions are also available on the NCDPI website at www.ncpublicschools.org/accountability/testing.
- The NCDPI Division of Accountability Services/Testing Section provides all school systems and charter schools with ample copies of the North Carolina Tests of Computer Skills Student Handbook to be distributed to the appropriate students. The handbook includes information about the graduation proficiency requirement, computer skills test-taking strategies, and sample questions. Students may practice answering the same sample questions interactively via the Testing Section website. In addition, information regarding rubrics for scoring the sample performance questions in the handbook is located at the same site.



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### **Findings**

# 2000-01 Student Performance

- For the 2000-01 school year, 75.9 percent of eighth graders, 80.8 percent of ninth graders, 89.9 percent of tenth graders, 92.1 percent of eleventh graders, and 92.5 percent of twelfth graders passed the computer skills graduation proficiency requirement.
- The percent of eighth graders passing the requirement increased from 74.8 percent in 1996-97 to 75.9 percent in 2000-01.
- The number of students in the cohort participating in the administration of the computer skills tests statewide from 1996-97 (in grade 8) to 2000-01 (in grade 12) dropped from 89,217 students to 64,516 students or by 27.7 percent.

### Student Performance by Ethnicity

- By the end of the 2000-01 school year, a smaller percentage of eighth graders had passed the proficiency requirement in the Hispanic (50.2%), Black (60.2%), and American Indian (64.9%) subgroups than in the Multi-Racial (78.6%), Asian (80.2%), and White (85.0%) subgroups.
- The percent of eighth graders passing the proficiency requirement increased for the Black subgroup from 1996-97 (55.0%) to 2000-01 (60.2%), for the American Indian subgroup from 1996-97 (60.6%) to 2000-01 (64.9%), for the Multi-Racial subgroup from 1996-97 (74.8%) to 2000-01 (78.6%), and for the White subgroup from 1996-97 (84.4%) to 2000-01 (85.0%). The percent passing decreased for the Hispanic subgroup from 1996-97 (56.9%) to 2000-01 (50.2%), and for the Asian subgroup from 1996-97 (81.6%) to 2000-01 (80.2%).
- By the end of the 2000-01 school year, the percentages passing for ninth graders were 51.6 percent for Hispanics, 69.7 percent for Blacks, 71.8 percent for American Indians, 77.4 percent for Asians, 80.6 percent for Multi-Racial, and 88.3 percent for Whites.
- By the end of the 2000-01 school year, the percentages passing for tenth graders were 72.2 percent for Hispanics, 82.9 percent for Blacks, 82.9 percent for Asians, 86.2 percent for American Indians, 89.0 percent for Multi-Racial, and 94.0 percent for Whites.
- By the end of the 2000-01 school year, the percentages passing for eleventh graders were 83.2 percent for Hispanics, 87.0 percent for Blacks, 88.6 percent for Asians, 89.6 percent for American Indians, 90.7 percent for Multi-Racial, and 94.7 percent for Whites.



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Student Performance by Ethnicity (continued)

- By the end of the 2000-01 school year, the percentages passing for twelfth graders were 88.0 percent for Hispanics, 88.3 percent for Blacks, 90.8 percent for American Indians, 91.8 percent for Multi-Racial, 91.9 percent for Asian, and 94.4 percent for Whites.
- For the Class of 2001, the percent of students passing the proficiency requirement by ethnic subgroup from 1996-97 (cohort at grade 8) to 2000-01 (cohort at grade 12) increased significantly for the Black subgroup (from 55.0% of 25,547 students in 1996-97 to 88.3% of 17,570 students in 2000-01), the Hispanic subgroup (from 56.9 % of 1,558 students in 1996-97 to 88.0% of 1,314 students in 2000-01), and the American Indian subgroup (from 60.6% of 1,573 students in 1996-97 to 90.8% of 779 students in 2000-01). The Multi-Racial (from 74.8% of 1,052 students in 1996-97 to 91.8% of 378 students in 2000-01), the Asian (from 81.6% of 957 students in 1996-97 to 91.9% of 1,391 students in 2000-01), and White (from 84.4% of 57,421 students in 1996-97 to 94.4% of 43,084 students in 2000-01) subgroups also showed an increase in the percentage passing.
- With the exception of the Asian subgroup, the number of eligible students in the cohort participating in the administration of the computer skills tests at grade 8 in 1996-97 to grade 12 in 2000-01 decreased by ethnic subgroup. The number of eligible students decreased for the Hispanic subgroup by 15.7 percent (1,558 students in 1996-97 to 1,314 students in 2000-01); for the White subgroup by 25.0 percent (57,421 students in 1996-97 to 43,084 students in 2000-01); for the Black subgroup by 31.2 percent (25,547 students in 1996-97 to 17,570 students in 2000-01); the American Indian subgroup by 50.5 percent (1,573 students in 1996-97 to 779 students in 2000-01); and for the Multi-Racial subgroup by 64.1 percent (1,052 students in 1996-97 to 378 students in 2000-01). The number of students in the cohort for the Asian subgroup increased from 1996-97 (957 students at grade 8) to 2000-01 (1,391 students at grade 12).



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### Student Performance by Gender

• Females have higher passing rates than males on the North Carolina Tests of Computer Skills. At the end of the 2000-01 school year, 80.2 percent of females and 71.7 percent of males had passed at the end of grade eight. At the end of grade twelve, 94.0 percent of females and 90.8 percent of males had passed.

### Performance of Students with Disabilities

• For the 2000-01 school year, 42.0 percent of 12,781 eighth-grade students with disabilities (including students identified only under Section 504) met the computer proficiency requirement. Also, for students with disabilities, 55.1 percent of 11,786 ninth-grade students, 69.9 percent of 7,383 tenth-grade students, 83.8 percent of 4,141 eleventh-grade students, and 76.6 percent of 3,466 twelfth-grade students passed.

### Performance of Students Identified as Limited English Proficient

For students identified as limited English proficient, 27.8 percent of 1,795 students in grade 8 met the computer proficiency standard in 2000-01. For the other grades in 2000-01, 34.0 percent of 1,639 students at grade 9; 56.8 percent of 847 students at grade 10; 69.5 percent of 429 students at grade 11; and 81.5 percent of 314 students at grade 12 met the computer proficiency requirement.

Eighth Graders Taking the Performance Test for the First Time in 2000-01

- In 2000-01, 99,424 eighth graders took the computer skills performance test for the first time. About 75.8 percent of the students passed the performance portion of the requirement on their first attempt in comparison to 80.1 percent in 1999-00.
- Disparities were present among subgroups. The Black (58.0%), American Indian (61.1%), and Hispanic (62.9%) subgroups had lower percentages passing the performance test than the Multi-Racial (75.7%), White (85.4%), and Asian (85.5%) subgroups. More females (79.1%) passed than males (72.7%).
- From 1999-00 to 2000-01, the percent of students passing the computer performance test decreased for all ethnic subgroups: Black (63.3% to 58.0%), American Indian (from 68.8% to 61.1%), Hispanic (69.7% to 62.9%), Other (74.8% to 67.5%), Multi-Racial (79.7% to 75.7%), Asian (87.9% to 85.5%), and White (88.4% to 85.4%).
- In general, students whose parents had more education passed than students whose parents had less education; however, students who reported parents with a four-year degree (84.1%) did slightly better than students who reported parents have a graduate degree (82.4%).

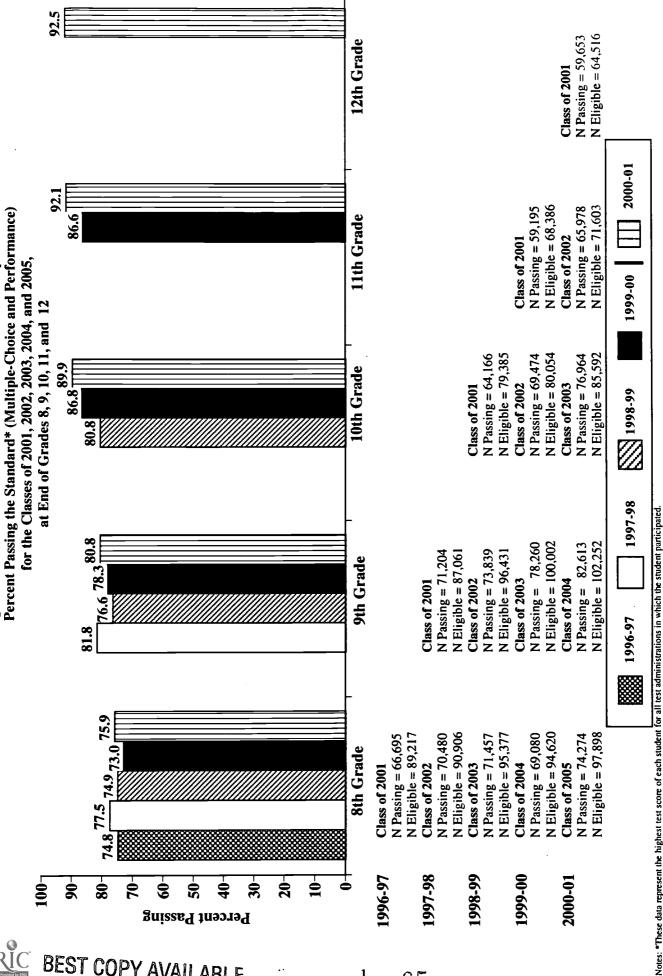


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Eighth Graders Taking the Performance Test for the First Time in 2000-01 (continued)

- Students whose school computers were located in a lab setting (73.7%) had lower passing rates than students whose school computers were located in class (78.2%) or in the media center/library (77.0%).
- The percent passing for students with access to computers outside of class (85.2%) was higher than for students with no access (49.9%).
- Students who *often* have opportunities to use computers to plan, develop, or present information, activities and/or projects (85.8%), had a higher passing rate than students who have such opportunities *sometimes* (71.7%) or *never* (52.7%).
- Students who reported that they learned or used computer skills (spreadsheet, database, word processing/desktop publishing, telecommunications, multimedia) in subject areas (mathematics, science, social science, language arts, business education, other) had passing rates ranging from 71.9 percent to 86.2 percent. For students with disabilities (including students identified only under Section 504), the passing rates ranged from 45.4 percent to 61.7 percent. For students identified as limited English proficient, the passing rates ranged from 39.0 percent to 69.4 percent.
- The percent proficient of students with disabilities in the eighth grade who took the performance test for the first time decreased from 59.3 percent in 1999-00 to 48.8 percent in 2000-01.
- Data for certain classifications of disabilities (i.e., traumatic brain severely/profoundly mentally autistic, multihandicapped, deaf-blind, and trainable mentally disabled) are not included in this report because fewer than 30 students participated. However, of the reported classifications of disabilities, the percent of students meeting the performance standard at grade 8 decreased from 1999-00 to 2000-01 with the exception of students identified as speech-language impaired. From 1999-00 to 2000-01, the decrease occurred for students identified as educable mentally disabled (24.7% to 19.3%), behaviorally-emotionally disabled (46.7% to 38.0%), specific learning disabled (66.0% to 54.4%), and hearing impaired (75.9% to 56.8%). The percent of students identified under Section 504 who met the performance standard decreased from 72.1 percent in 1999-00 to 66.9 percent in 2000-01.
- For students identified as limited English proficient, 54.5 percent passed in 1999-00 in comparison to 48.9 percent in 2000-01.





1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum. The bold vertical line between the years in the legend indicates that the edition of the tests changed. Data received from LEAs after Dec. 31, 2001 are not included in this report.

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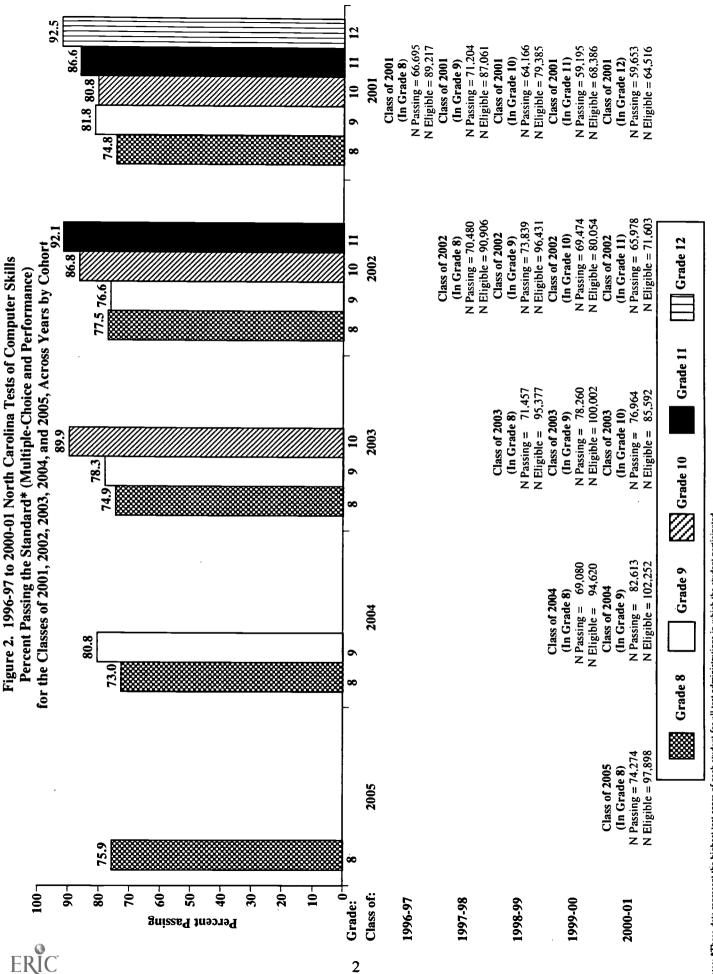
2000-01 N.C. Tests of Computer Skills Report

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Figure 1. 1996-97 to 2000-01 North Carolina Tests of Computer Skills

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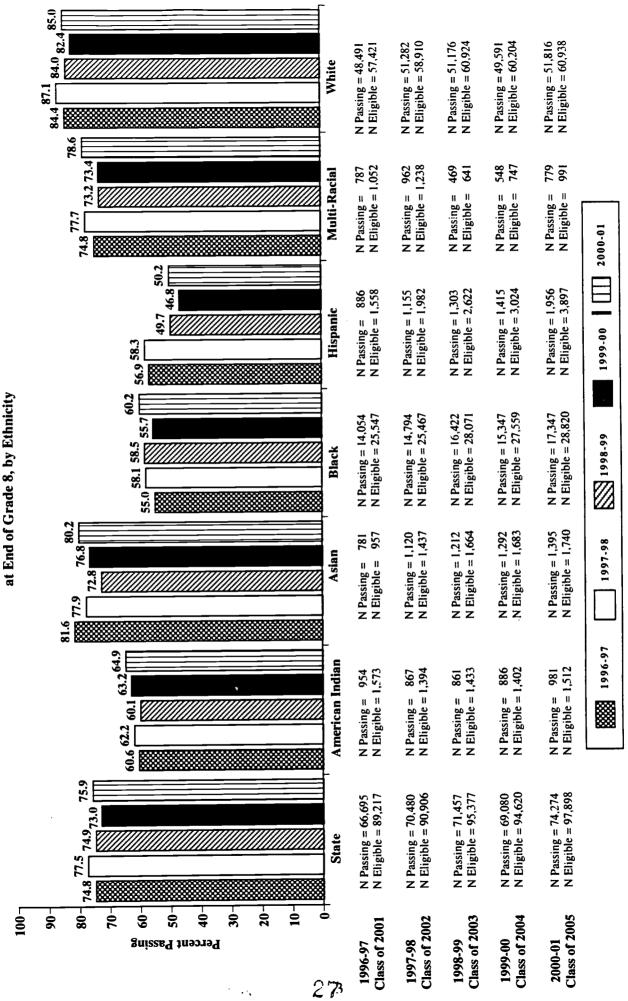
26

Notes: \*These data represent the highest test score of each student for all test administrations in which the student participated.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Prepared by the NCDPI Division of Accountability Services/Testing Section, 2000-01 N.C. Tests of Computer Skills Report Data received from LEAs after Dec. 31, 2001 are not included in this report

Figure 3. 1996-97 to 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard\* (Multiple-Choice and Performance) for the Classes of 2001, 2002, 2003, 2004, and 2005,

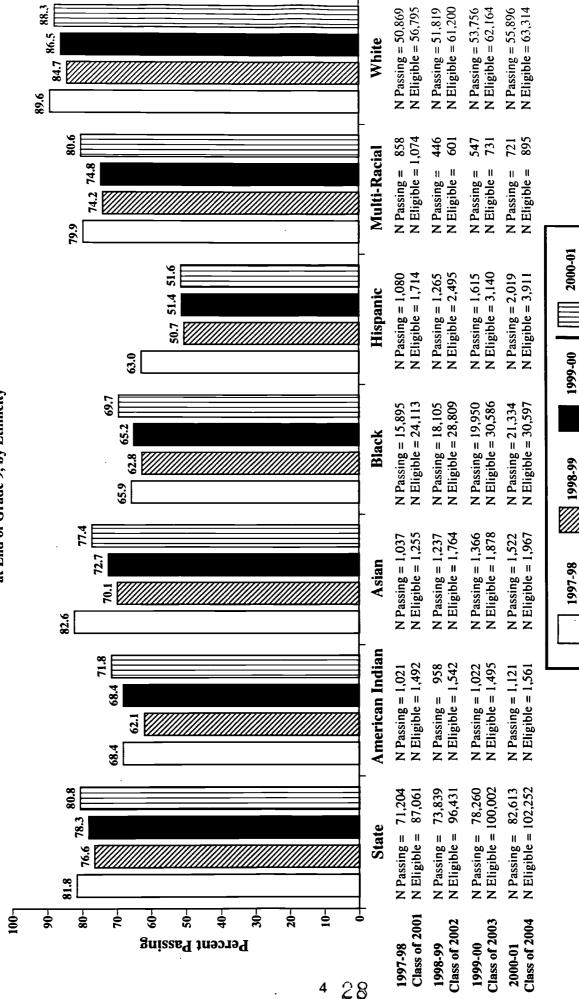


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2000-01 N.C. Tests of Computer Skills Report



Figure 4. 1997-98 to 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard\* (Multiple-Choice and Performance) for the Classes of 2001, 2002, 2003, and 2004, at End of Grade 9, by Ethnicity



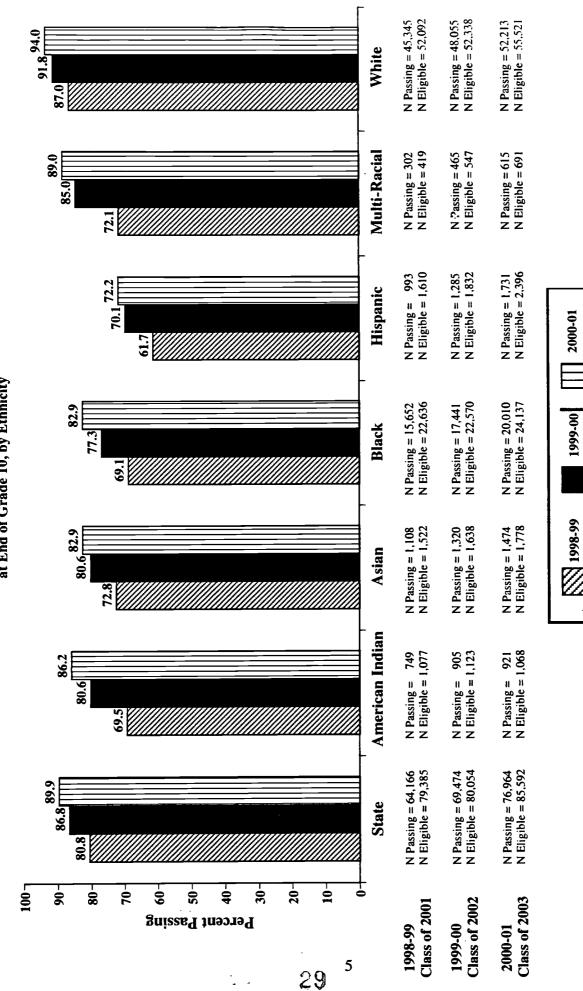
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2000-01

1999-00

1997-98

Figure 5. 1998-99 to 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard\* (Multiple-Choice and Performance) for the Classes of 2001, 2002, and 2003, at End of Grade 10, by Ethnicity



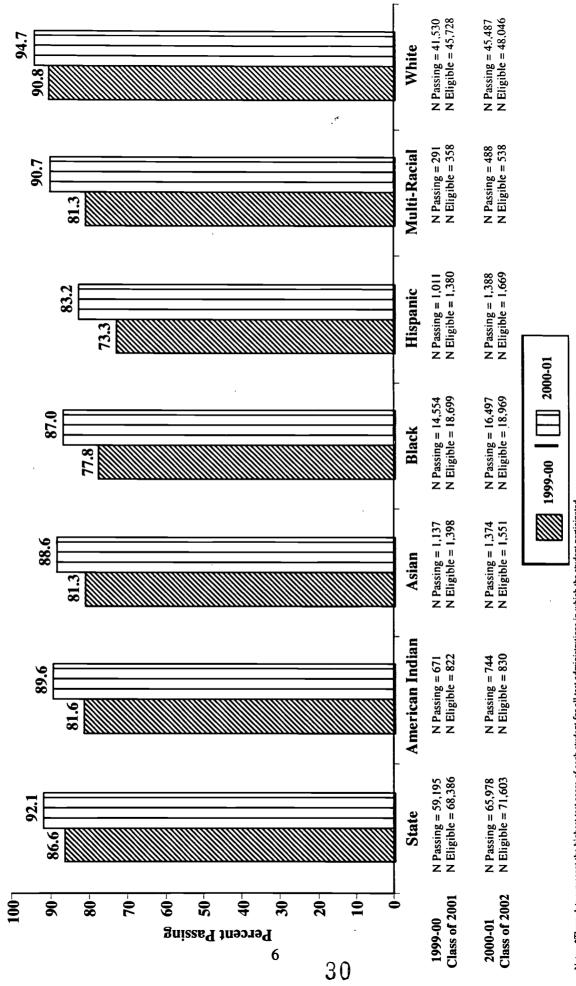
Notes: \*These data represent the highest test score of each student for all test administrations in which the student participated.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
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Figure 6. 1999-00 to 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard\* (Multiple-Choice and Performance) for the Classes of 2001 and 2002, at End of Grade 11, by Ethnicity



Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum. 1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years Notes: \*These data represent the highest test score of each student for all test administrations in which the student participated.

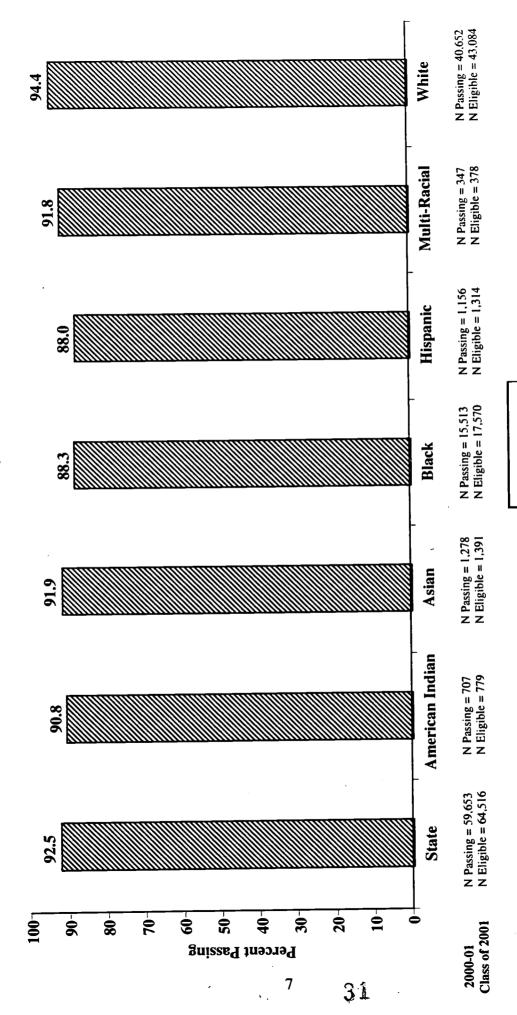
The bold vertical line between the years on the legend indicates that the edition of the tests changed. Data received from LEAs after Dec. 31, 2001 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

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Percent Passing the Standard\* (Multiple-Choice and Performance) Figure 7. 2000-01 North Carolina Tests of Computer Skills at End of Grade 12, by Ethnicity for the Class of 2001.





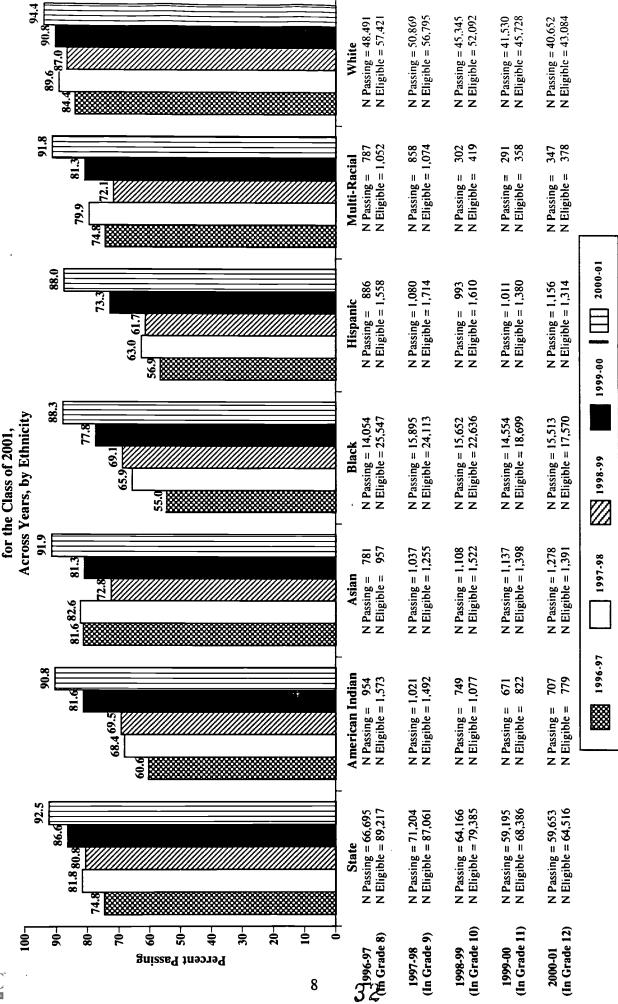
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Data received from LEAs after Dec. 31, 2001 are not included in this report.

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Figure 8. 1996-97 to 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard\* (Multiple-Choice and Performance)



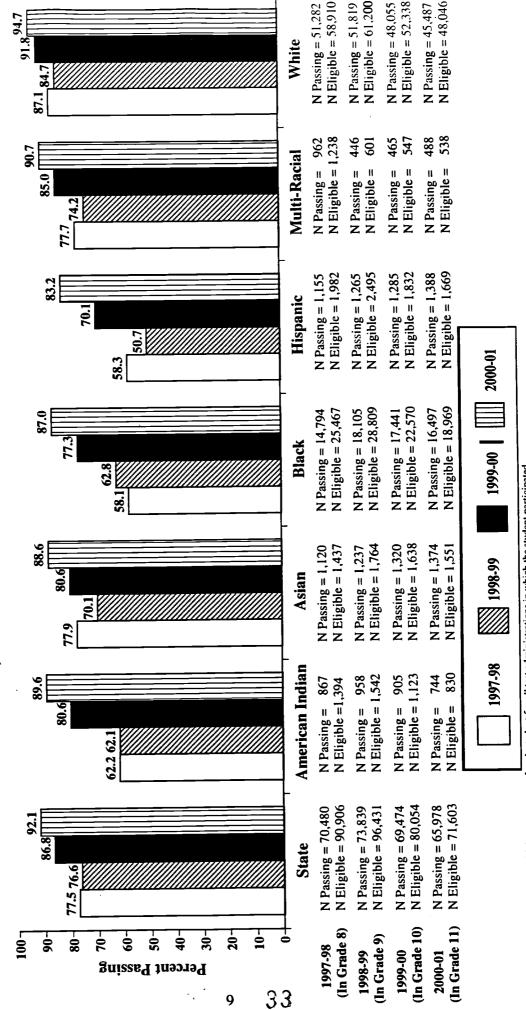
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Prepared by the NCDPI Division of Accountability Services/Testing Section. Data received from LEAs after Dec. 31, 2001 are not included in this report.

2000-01 N.C. Tests of Computer Skills Report



Figure 9. 1997-98 to 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard\* (Multiple-Choice and Performance) for the Class of 2002, Across Years, by Ethnicity



1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years. Notes: \*These data represent the highest test score of each student for all test administrations in which the student participated.

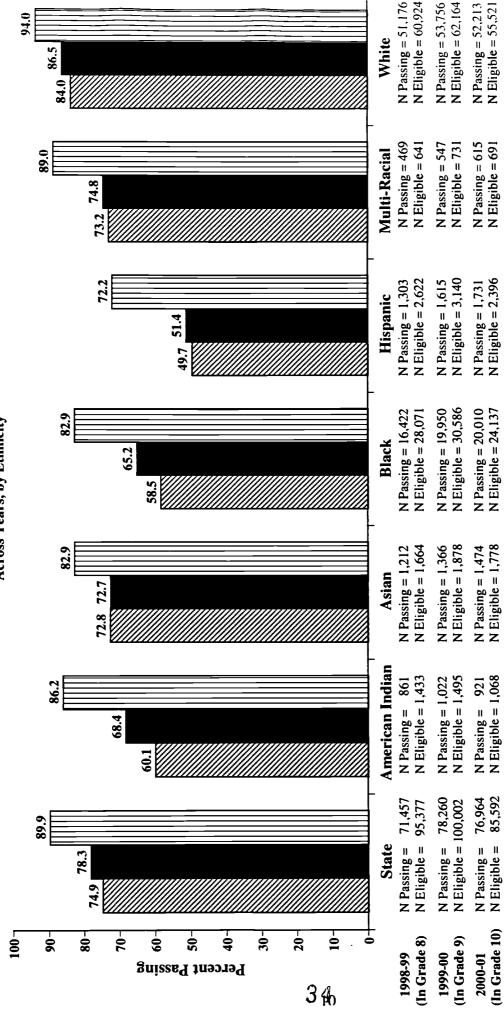
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Data received from LEAs after Dec. 31, 2001 are not included in this report. Prepared by the NCDPI Division of Accountability Services/Testing Section. 2000-01 N.C. Tests of Computer Skills Report



Figure 10. 1998-99 to 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard\* (Multiple-Choice and Performance)







Notes: \*These data represent the highest test score of each student for all test administrations in which the student participated.

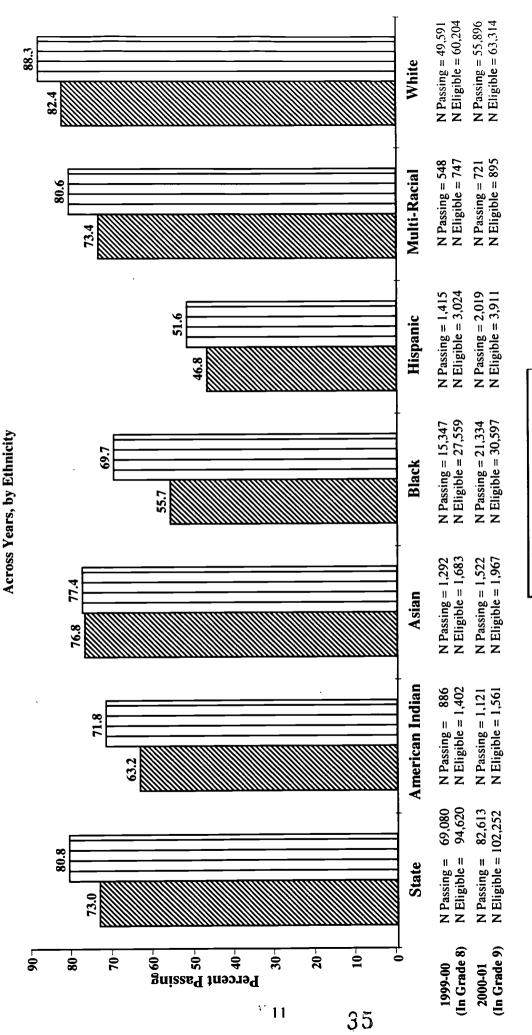
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Figure 11. 1999-00 to 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard\* (Multiple-Choice and Performance) for the Class of 2004,





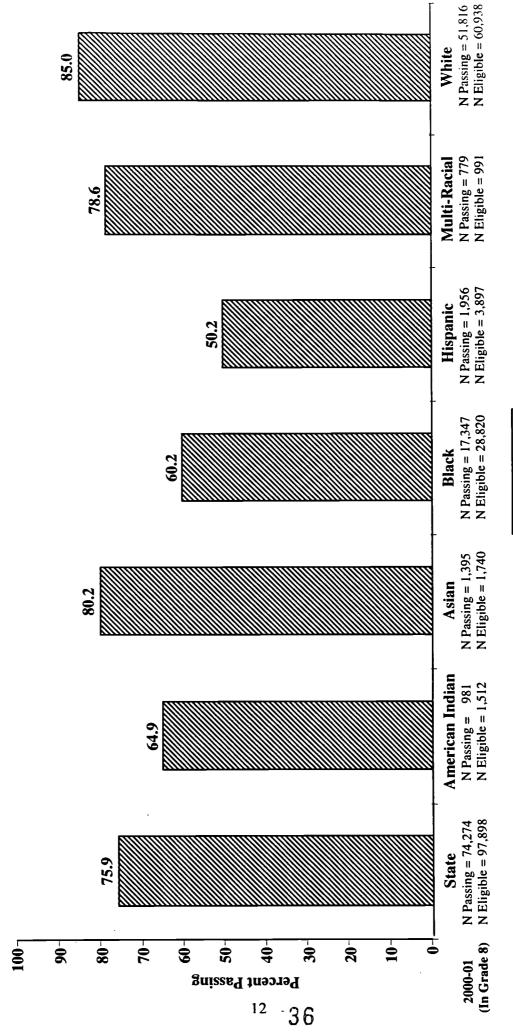
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years. Notes: \*These data represent the highest test score of each student for all test administrations in which the student participated.

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Data received from LEAs after Dec. 31, 2001 are not included in this report. Prepared by the NCDPI Division of Accountability Services/Testing Section. 2000-01 N.C. Tests of Computer Skills Report

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Percent Passing the Standard\* (Multiple-Choice and Performance) Figure 12. 2000-01 North Carolina Tests of Computer Skills Across Years, by Ethnicity for the Class of 2005,





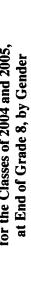
Notes: \*These data represent the highest test score of each student for all test administrations in which the student participated.

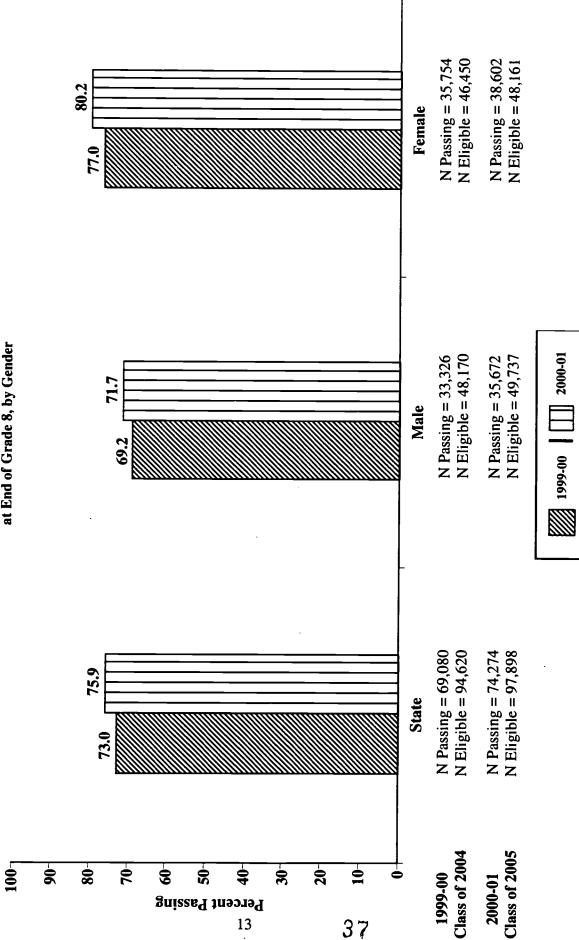
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Figure 13. 1999-00 to 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard\* (Multiple-Choice and Performance) for the Classes of 2004 and 2005,





Notes: \*These data represent the highest test score of each student for all test administrations in which the student participated.

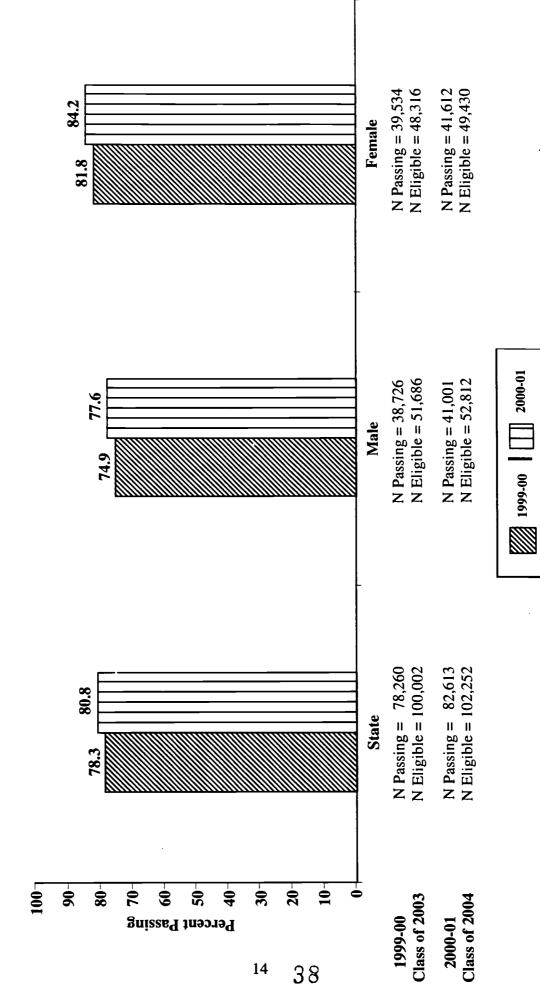
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Prepared by the NCDPI Division of Accountability Services/Testing Section 2000-01 N.C. Tests for Computer Skills Report



Figure 14. 1999-00 to 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard\* (Multiple-Choice and Performance) for the Classes of 2003 and 2004, at End of Grade 9, by Gender



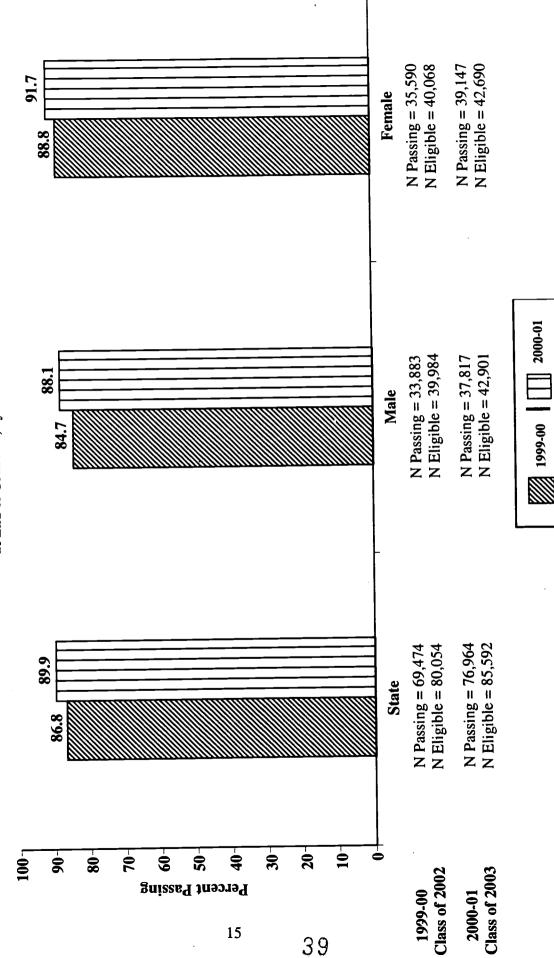
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years. Notes: \*These data represent the highest test score of each student for all test administrations in which the student participated.

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Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum. The bold vertical line between the years in the legend indicates that the edition of the tests changed. Data received from LEAs after Dec. 31, 2001 are not included in this report.



Figure 15. 1999-00 to 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard\* (Multiple-Choice and Performance) for the Classes of 2002 and 2003, at End of Grade 10, by Gender



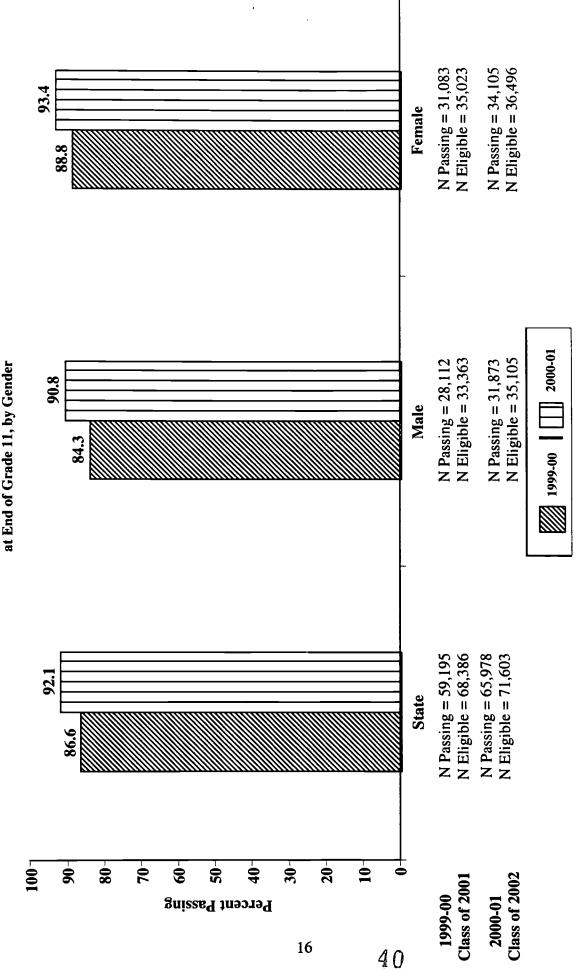
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The bold vertical line between the years in the legend indicates that the edition of the tests changed.

Prepared by the NCDPI Division of Accountability Services/Testing Section. 2000-01 N.C. Tests of Computer Skills Report



Figure 16. 1999-00 to 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard\* (Multiple-Choice and Performance) for the Classes of 2001 and 2002,



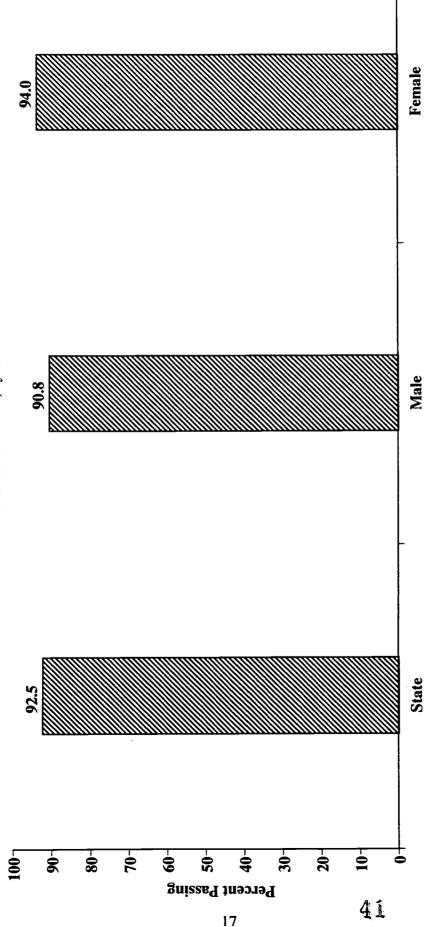
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The bold vertical line between the years in the legend indicates that the edition of the tests changed. Data received from LEAs after Dec. 31, 2001 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.



Percent Passing the Standard\* (Multiple-Choice and Performance) Figure 17. 2000-01 North Carolina Tests of Computer Skills at End of Grade 12, by Gender for the Class of 2001,





N Eligible = 33,268N Passing = 31,277

N Eligible = 31,248

N Passing = 28,376

N Passing = 59,653 N Eligible = 64,516

Class of 2001

2000-01

Notes: \*These data represent the highest test score of each student for all test administrations in which the student participated.

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Non-Title I Schools, School-Wide Program (SWP) Schools, and Targeted Assistance Schools (TAS) Percent Passing the Standard (Multiple Choice and Performance) by Grade Table 1. 2000-01 North Carolina Tests of Computer Skills

		Grade 8		•	Grade 9		)	Grade 10		•	Grade 11		)	Grade 12	
Category	Number Tested	Number Passed	Percent Proficient	Number   Tested	Number Passed	Percent Proficient	Number 1 Tested	Vumber Passed	Number Number Percent Number Number Percent Number Number Percent Number Number Percent Number Percent Tested Passed Proficient Tested Passed Prof	Number 1 Tested	Number Passed F	Percent roficient	Number 1 Tested	Number Passed	Percent Proficient
Total Migrant	582	331	56.9	429	272	63.4	241	198	82.2	43	*	*	61	*	*
Non-Title I School Not Served by Migrant Program Served by Migrant Program	68,945 196	68,945 53,338 196 61	77.4 31.1	70,31 <i>7</i> 193	58,101 106	82.6 54.9	60,544 97	55,332 68	91.4	58,850 40	55,970 28	95.1 70.0	24,883	23,289	93.6
School-Wide Title 1 Program Not Served by Migrant Program Served by Migrant Program	11,884	8,068	67.9	12,315	9,705 156	78.8 73.2	8,265	7,402	89.6 91.8	096	832	86.7	468	419	89.5
Not Targeted Assistance Not Served by Migrant Program Served by Migrant Program	4,040 18	4,040 3,312 82.0 18 * *	82.0 *	4,814	4,250	88.3	4,810	4,559	94.8	95	68 *	93.7	57 0	47	82.5
Targeted Assistance Not Served by Migrant Program Served by Migrant Program	679 183	387	57.0 80.3	1,180	924	78.3	497	442	6.88	15	* *	* *	01	* *	* *

Notes: 1 These data represent the highest test score of each student for all the test administrations in which the student participated.

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<sup>\*</sup> No scores are reported for groups with fewer than thirty students.

1999-00 and 2000-01 data use membershin as the denominator rather than total number tested as was

<sup>1999-00</sup> and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years. Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum. Data received from LEAs after Dec. 31, 2001 are not included in this report.

### Performance of Exceptional, Limited English Proficient, and Title I Students, Across Grades Percent Passing the Standard (Multiple-Choice and Performance) Table 2. 2000-01 North Carolina Tests of Computer Skills Grades 8 - 12

	J	Grade 8		J	Grade 9		J	Grade 10	,	J	Grade 11		J	Grade 12	
Category	Number Number Eligible Passed		Percent Proficient	Number Number Eligible Passed		Percent Proficient	Number Number Eligible Passed		Percent Proficient	Number Number Eligible Passed	Number Passed	Percent Proficient	Number Number Eligible Passed	١.	Percent Proficient
All Students	868'16	74,274	75.9	102,252	82,613	80.8	85,592	76,964	6.68	71,603	82,978	92.1	64,516	59,653	92.5
All Students with Disabilities Students with IEPs	12,781	5,373	42.0	11,786	6,493	55.1	7,383	5,163	6.69	4,141	3,471	83.8	3,466	2,654	9.92
Behaviorally-Emotionally Disabled	1,109	293	26.4	941	404	42.9	463	288	62.2	228	148	64.9	148	102	689
Hearing Impaired	107	65	2.09	127	16	71.7	93	8	87.1	51	46	90.2	53	43	81.1
Educable Mentally Disabled	2,208	188	8.5	2,152	237	11.0	1,297	280	21.6	432	207	47.9	999	226	34.1
Specific Learning Disabled	6,157	3,292	53.5	6,109	4,073	2.99	3,980	3,233	81.2	2,419	2,158	89.2	1,920	1,690	88.0
Speech-Language Impaired	138	\$	46.4	140	88	63.6	16	74	81.3	42	38	90.5	45	39	86.7
Visually Impaired	42	•	*	36	•	•	33	•	*	4	36	87.8	91	•	*
Other Health Impaired	1,262	929	50.4	1,050	099	67.9	595	458	77.0	395	349	88.4	172	235	86.7
Onthopedically Impaired	59	•	•	49	•	•	42	•	•	35	30	85.7	28	•	•
Traumatic Brain Injured	4	•	•	35	•	•	22	•		15	•	•	25	•	*
Autistic	129	•	*	9	•	•	6	•		9	•	•	∞	•	
Severely/Profoundly Mentally Disabled	24	•	•	0	•	•	0	•	•	0	•	•	0	•	•
Multihandicapped	102	•	•	2	•	•	0	•	•	4	•	•	0	•	•
Deaf-Blind	\$	•	•	_	•	•	2	•	•	-	•	•	-	•	•
Trainable Mentally Disabled	250	•	•	0	•	•	0	•	•	0	•	•	-	*	•
Section 504	1,118	754	67.4	1,138	871	76.5	753	682	9.06	462	435	94.2	288	262	91.0
Limited English Proficient	1,795	499	27.8	1,639	558	34.0	847	481	8.99	429	298	69.5	314	256	81.5
Not Served by Title I	72,985	56,650	77.6	75,131	62,351	83.0	65,354	59,891	91.6	58,945	56,059	95.1	24,940	23,336	93.6
School-Wide Title I Program	12,069	8,181	8.79	12,528	198'6	78.7	8,399	7,525	9.68	196	833	86.7	469	420	9.68
Targeted Assistance	862	534	61.9	1,187	929	78.3	497	442	88.9	15	•	•	9	•	•
Migrant	582	331	56.9	429	272	63.4	241	198	82.2	43	•	•	16	•	•
Learning Disabled-Reading	4,247	1,948	45.9	4,012	2,371	59.1	2,503	1,855	74.1	1,643	1,350	82.2	1,141	952	83.4
Learning Disabled-Mathematics	2,788	1,057	37.9	2,573	1,362	52.9	1,685	1,176	8.69	1,124	884	78.6	819	671	6.18
Learning Disabled-Written Expression	5,369	2,802	52.2	5,229	3,435	65.7	3,363	2,677	9.62	2,018	1,711	84.8	1,471	1,278	6.98
AIG Reading AIG Mathematics	10,125 10,071	9,912 9,826	97.9 97.6	8,548 8,339	8,285	96.9 96.9	753 798	740 785	98.3 98.4	3,260 2,726	3,241 2,709	99.4 99.4	975 857	966 852	99.1 99.4

Notes: These data represent the highest test score of each student for all test administrations in which the student participated. All variables were merged from external data sources with the Masterbuild file. Due to the challenges of merging multiple files, inconsistencies in data quality may increase from grade 8 to grade 12.

No scores are reported for groups with fewer than thirty students. "Number Eligible" and "Number Passed" totals for "All Students with Disabilities" data include all

Learning Disabled-Other is not reported because of incomplete coding.

Data for autistic, severely/profoundly mentally disabled, multihandicapped, deaf-blind, and trainable mentally disabled were combined under the Other Exceptional Classification (OEC) prior to 2000-01. OEC is no longer reported as a category starting in 2000-01.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years. Students who began grade 8 in 1996-07 through 1999-00 ware tested on the 1992 computer skills curriculum.

Data received from LEAs after Dec. 31, 2001 are not included in this report.

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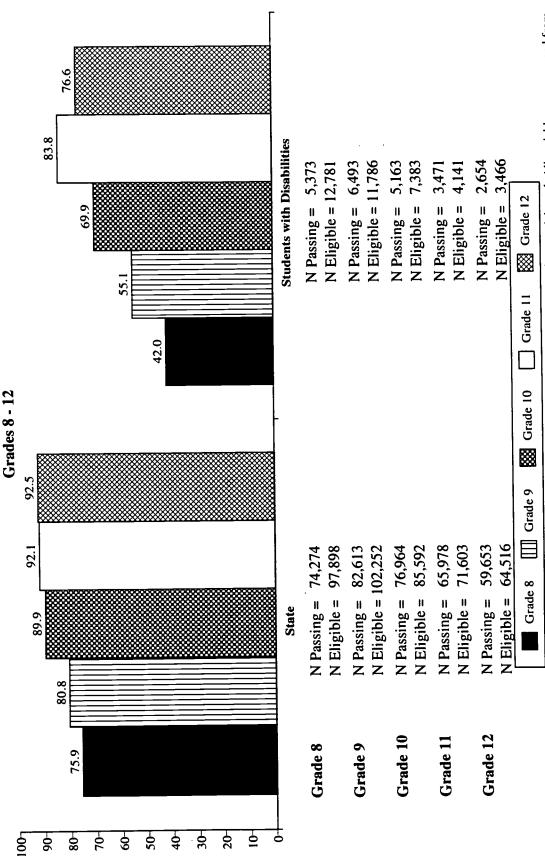
students with answer sheets coded as having a disability.

Figure 18. 2000-01 North Carolina Tests of Computer Skills

Percent Passing the Standard

(Multiple-Choice and Performance)

Performance of Students with Disabilities



external data sources with the Masterbuild file. Due to the challenges of merging multiple files, inconsistencies in data quality may increase from grade 8 to grade 12. These data represent the highest test score of each student for all test administrations in which the student participated. All variables were merged from 1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years. Notes:

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum. Data received from LEAs after Dec. 31, 2001 are not included in this report.

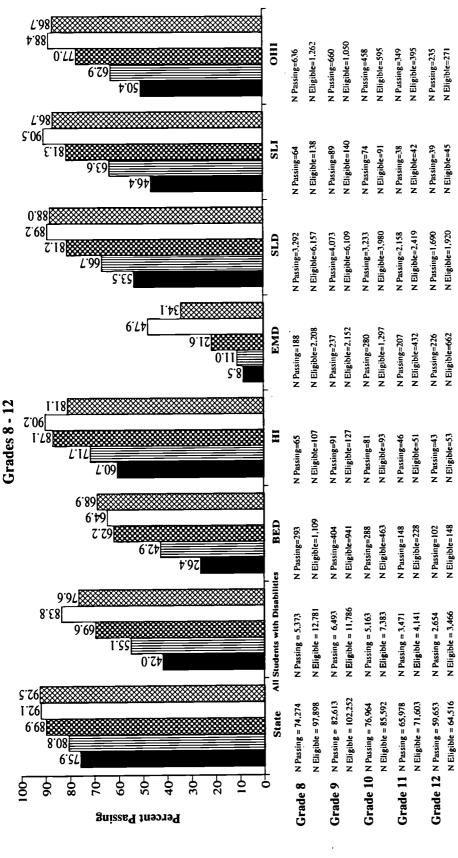
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Percent Passing

# Figure 19. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard<sup>1</sup> (Multiple-Choice and Performance)

Performance of Students with Disabilities by Classification



BED - Behaviorally-Emotionally Disabled HI - Hearing Impaired EMD - Educable Mentally Disabled SLD - Specific Learning Disabled SLI - Speech-Language Impaired OHI - Other Health Impaired

Grade 12

₩

Grade 11

Grade 10

**\*\*** 

Grade 9

Grade 8

'These data represent the highest test score of each student for all test administrations in which the student participated. All variables were merged from external data sources with the Masterbuild file. Due to the challenges of merging multiple files, inconsistencies in data quality may increase from grade 8 to grade 12. Notes:

Data for autistic, severely/profoundly mentally disabled, multihandicapped, deaf-blind, and trainable mentally disabled were combined under the Student performance for orthopedically impaired, traumatic brain injured, and visually impaired are not included in this figure because no scores are reported for groups with fewer than thirty students.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years. Other Exceptional Classification (OEC) prior to 2000-01. OEC is no longer reported as a category starting in 2000-01

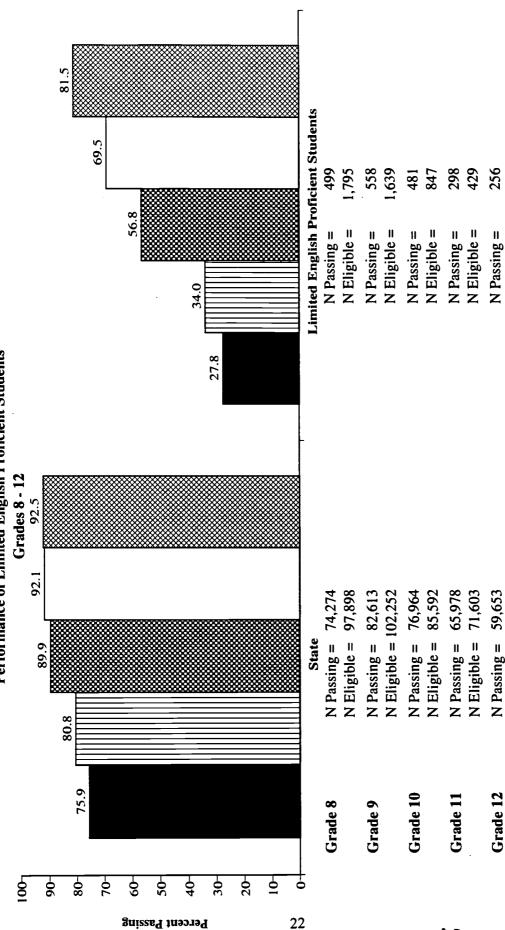
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Data received from LEAs after Dec. 31, 2001 are not included in this report. Prepared by the NCDPI Division of Accountability Services/Testing Section. 2000-01 N.C. Tests of Computer Skills Report

ERIC

Full Text Provided by ERIC

Percent Passing the Standard (Multiple-Choice and Performance) Figure 20. 2000-01 North Carolina Tests of Computer Skills Performance of Limited English Proficient Students



Percent Passing

Notes: ' These data represent the highest test score of each student for all test administrations in which the student participated. All variables were merged from external data sources with the Masterbuild file. Due to the challenges of merging multiple files, inconsistencies in data quality may increase from grade 8 to grade 12. 1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

SGrade 12 €

Grade 11

Grade 10

Grade 9

Grade 8

64,516

N Eligible =

N Eligible =

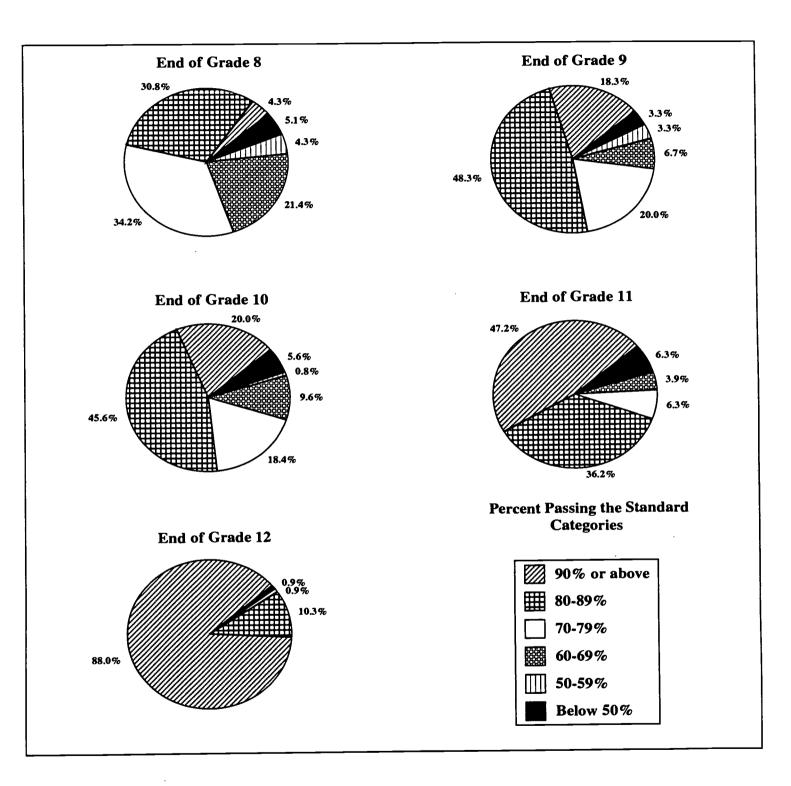
Students who began grade 8 in 1996-97 through 2000-01 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

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### Figure 21. 1996-97 to 2000-01 North Carolina Tests of Computer Skills Percent of LEAs in Each Percent Passing the Standard\* (Multiple-Choice and Performance) by Category,

for the Class of 2001, at End of Grades 8, 9, 10, 11, and 12



Notes: \*These data represent the highest test score of each student for all test administrations in which the student participated. Percent passing categories may not sum to 100% due to rounding.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

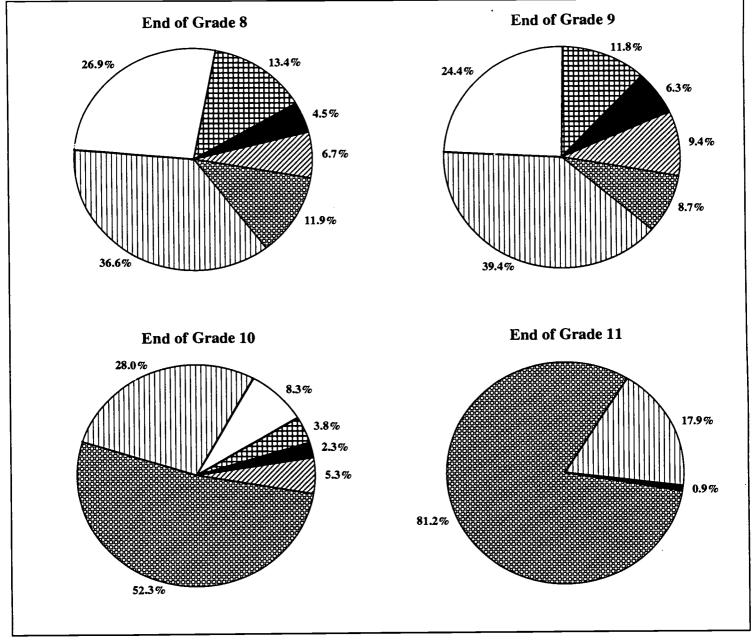
Data received from LEAs after Dec. 31, 2001 are not included in this report.

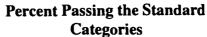
pared by the NCDPI Division of Accountability Services/Testing Section.

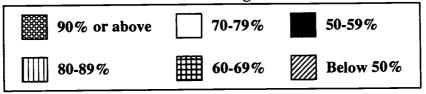
Figure 22. 1997-98 to 2000-01 North Carolina Tests of Computer Skills
Percent of LEAs in Each Percent Passing the Standard\*
(Multiple-Choice and Performance)

by Category,

for the Class of 2002, at End of Grades 8, 9, 10, and 11







Notes: \*These data represent the highest test score of each student for all test administrations in which the student participated. Percent passing categories may not sum to 100% due to rounding.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

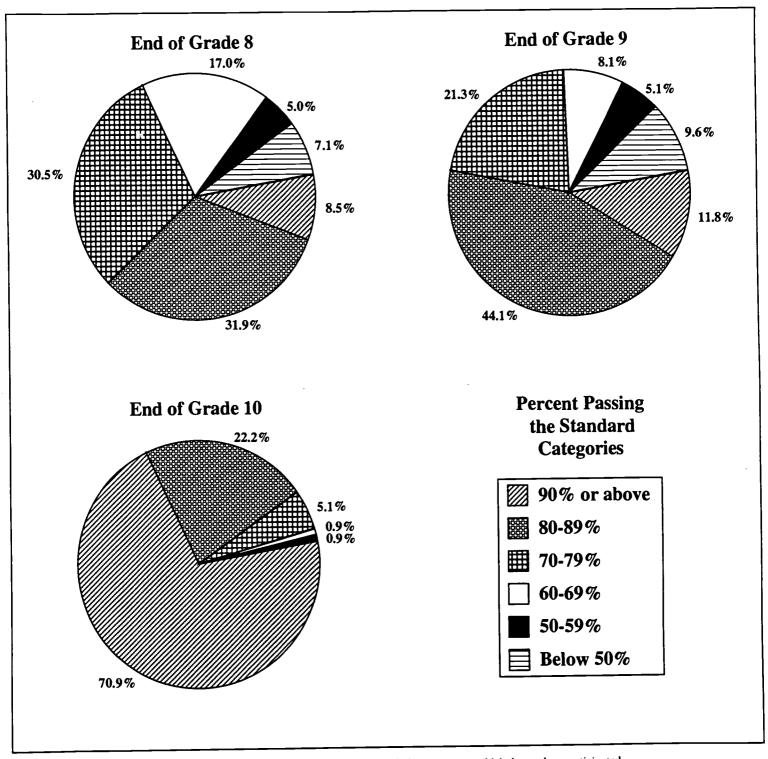
Data received from LEAs after Dec. 31, 2001 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.



### Figure 23. 1998-99 to 2000-01 North Carolina Tests of Computer Skills Percent of LEAs in Each Percent Passing the Standard\* (Multiple-Choice and Performance) by Category,

for the Class of 2003, at End of Grades 8, 9, and 10



Notes: \*These data represent the highest test score of each student for all test administrations in which the student participated. Percent passing categories may not sum to 100% due to rounding.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

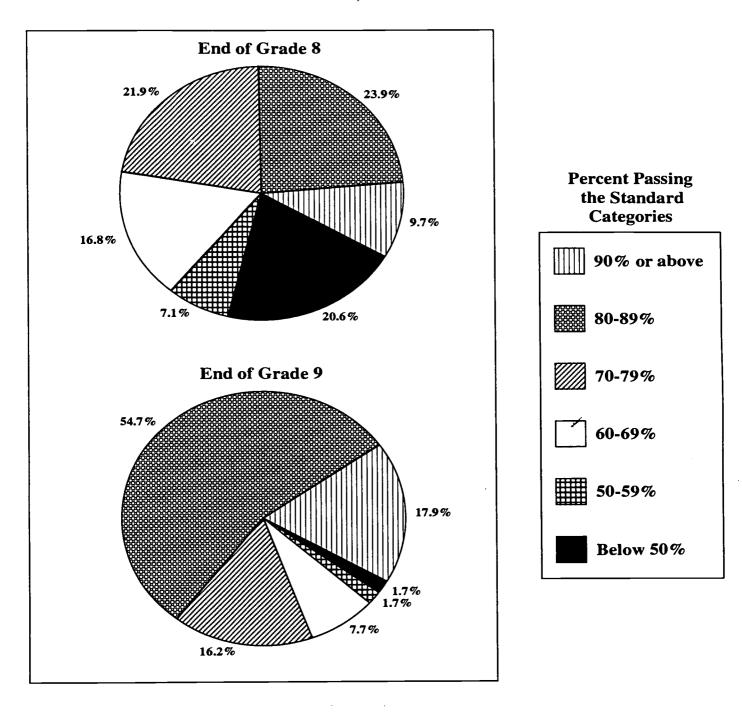
Data received from LEAs after Dec. 31, 2001 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.



### Figure 24. 1999-00 to 2000-01 North Carolina Tests of Computer Skills Percent of LEAs in Each Percent Passing the Standard\* (Multiple-Choice and Performance) by Category,

for the Class of 2004, at End of Grades 8 and 9



Notes: \*These data represent the highest test score of each student for all test administrations in which the student participated. Percent passing categories may not sum to 100% due to rounding.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

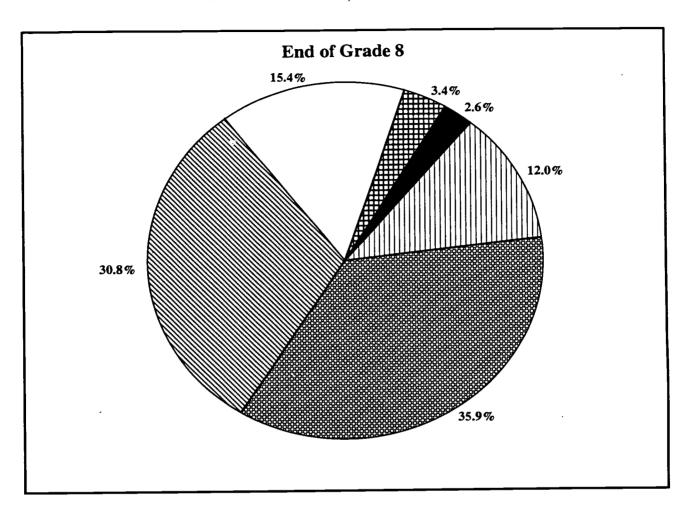
Data received from LEAs after Dec. 31, 2001 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

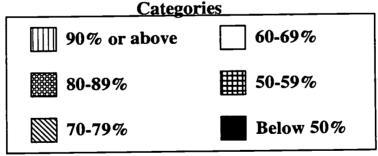


### Figure 25. 2000-01 North Carolina Tests of Computer Skills Percent of LEAs in Each Percent Passing the Standard\* (Multiple-Choice and Performance) by Category,

for the Class of 2005, at End of Grade 8



### Percent Passing the Standard



Notes: \*These data represent the highest test score of each student for all test administrations in which the student participated.

Percent passing categories may not sum to 100% due to rounding.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Data received from LEAs after Dec. 31, 2001 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

2000-01 N.C. Tests of Computer Skills Report



### Table 3. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard\* (Multiple-Choice and Performance) by Range for the Class of 2005, at End of Grade 8, by LEA

Below 50 N=18	%	70-79 <i>%</i> N=41	80-89% N=48	<i>6</i>
Alpha Academy** American Ren. Middle** Bertie C.G. Woodson** Carter Community** CIS Academy** Crossnore Academy** Grandfather Academy** Imani Institute**	Kennedy Charter** Lakeside School** Laurinburg Homework** Lexington City Lift Academy** Northampton Omuteko Gwamaziima** SPARC Academy** Success Academy**	Asheville City Beaufort Bladen Cabarrus Caldwell Cha: lotte/Mecklenburg Cleveland Craven Cumberland Currituck Duplin	Alexander Ashe Asheboro City Avery Brunswick Buncombe Burke Carteret Caswell Catawba	Johnston Kestrel Heights** Kings Mountain Lake Norman** MAST** McDowell Moore Mooresville City Mount Airy City New Hanover Onslow
50-59 <i>9</i> N=4	io	Franklin Harnett Jones	Chatham Chatham Charter** Davidson	Pamlico Pender Polk
Edgecombe Hertford 60-69%	Vance Warren	Kannapolis City Lee Lincoln Lincoln Charter** Macon Madison	Downtown Middle** Edenton/Chowan Gates Graham Granville Guilford	Randolph Roanoke Rapids City Rutherford Stokes Surry The Learning Center**
N=22		Montgomery	Haywood	Tyrrell Wake
Anson Bethany Community** Clinton City Columbus Durham	Hoke Iredell-Statesville Lenoir Martin Provisions Academy**	Nash-Rocky Mount Newton Conover City Orange Person Pitt Quality Education** Rockingham	Henderson Hyde Jackson  90% or abo N=26	Wilkes Yadkin
Elizabeth City/Pasquotank Evergreen Community** Gaston Greene Halifax Hickory City	Richmond Robeson Scotland Village Charter** Weldon City Winston-Salem/Forsyth	Rocky Mt. Charter Public** S.B. Howard** Sampson Shelby City Stanly Thomas Jefferson** Thomasville City Union Washington Wayne Whiteville City Wilson Woods Charter**	Alleghany Arapahoe** Brevard Academy** Bridges** Camden Chapel Hill-Carrboro City Cherokee Clay Dare Davie East Wake Academy** Elkin City Exploris**	Francine Delany** Magellan** Mitchell Orange Co. Charter** Perquimans Quest Academy** River Mill Charter** Sterling Montessori** Summit Charter** Swain Transylvania Watauga Yancey

Notes: \*These data represent the highest test score of each student for all test administrations in which the student participated.

Prepared by the NCDPI Division of Accountability Services/Testing Section.



<sup>\*\*</sup>Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

<sup>1999-00</sup> and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 2000-01 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Data are not reported for Rowan County because data are incomplete.

Data are not reported where number tested is less than 5.

Data received from LEAs and charter schools after Dec. 31, 2001 are not included in this table.

### Table 4. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard\* (Multiple-Choice and Performance) by Range for the Class of 2004, at End of Grade 9, by LEA

Below 50% N=6	70-79 <i>%</i> N=23	= =	89 <i>%</i> =67
J.H. Baker Jr. Charter**	Anson	Alamance-Burlington	Johnston
Kennedy Charter**	Asheville City	Alleghany	Jones
Laurinburg**	Bladen	Ashe	Kings Mountain
Lift Academy**	Cape Lookout Marine**	Asheboro City	Lee
Provisions Academy**	Charlotte/Mecklenburg	Beaufort	Lenoir
Wayne Academy**	Columbus	Brunswick	Madison
	Duplin	Buncombe	Martin
	East Wake Academy**	Burke	Montgomery
	Edgecombe	Cabarrus	Mount Airy City
	Elizabeth City/Pasquotank	Caldwell	New Hanover
	Hickory City	Caswell	Newton Conover City
	Kannapolis City	Catawba	Onslow
	Kestrel Heights**	Chatham	Pamlico
	Laurinburg Homework**	Cherokee	Perquimans
	Lincoln	Cleveland	Person
50-59%	Moore	Clinton City	Pitt
N=3	Mooresville City	Community Partners**	Randolph
	Northampton	Craven	Richmond
. Carter Community**	· Orange	Crossnore Academy**	Roanoke Rapids City
Hertford	Pender	Cumberland	Rockingham
Lexington City	Scotland	Currituck	Rutherford
	Wayne	Dare	Sampson
	Winston-Salem/Forsyth	Davidson	Shelby City
60-69%		Edenton/Chowan	Stokes
N=12		Franklin	Surry
		Gaston	Tyrrell
Bertie		Graham	Union
Durham		Granville	Vance
Greene		Guilford	Wake
Hoke		Halifax	Washington
Lakeside School**		Harnett	Wilkes
New Century**		Henderson	Wilson
Omuteko Gwamaziima**		Iredell-Statesville	Woods Charter**
Robeson		Jackson	
Thomasville City			
Warren		90% or above	
Weldon City		N=24	
Whiteville City			
	Alexander	Haywood	River Mill Charter**
	Avery	Hyde	Stanly
	Camden	Macon	Swain
	Carteret	McDowell	Thomas Jefferson**
	Clay	Mitchell	Transylvania
	Davie	Nash-Rocky Mount	Watauga
	Elkin City	Polk	Yadkin
	Gates	Raleigh Charter High**	Yancey ·

Notes: \*These data represent the highest test score of each student for all test administrations in which the student participated.

Prepared by the NCDPI Division of Accountability Services/Testing Section.



<sup>\*\*</sup>Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix. Chapel Hill-Carrboro City data are incomplete.

<sup>1999-00</sup> and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Data are not reported for Rowan County because date are incomplete.

Data are not reported where number tested is less than 5.

Data received from LEAs after Dec. 31, 2001 are not included in this table.

### Table 5. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard\* (Multiple-Choice and Performance) by Range for the Class of 2003, at End of Grade 10, by LEA

Below 50% N=4	80-89% N=29		90% or above N=89	
J.H. Baker Jr. Charter**	Anson	Alamance-Burlington	Franklin	Perquimans
Laurinburg**	Asheville City	Alexander	Gaston	Pitt
Lift Academy**	Bertie	Alleghany	Gates	Polk
Wayne Academy**	Bladen	Ashe	Graham	Quest Academy**
	Catawba	Asheboro City	Granville	Raleigh Charter High**
	Columbus	Ачегу	Greene	Randolph
50-59%	Crossnore Academy**	Beaufort	Guilford	Richmond
N=2	Cumberland	Brunswick	Halifax	River Mill Charter**
_	Duplin	Buncombe	Harnett	Roanoke Rapids City
Kennedy Charter**	Edgecombe	Burke	Haywood	Rockingham
Orange	Hickory City	Cabarrus	Henderson	Rutherford
5	Hoke	Caldwell	Hyde	Sampson
	Jones	Camden	Iredell-Statesville	Shelby City
60-69%	Laurinburg Homework**	Cape Lookout Marine**	Jackson	Stanly
N=1	Lexington City	Carteret	Johnston	Stokes
	Lincoln	Caswell	Kannapolis City	Surry
Northampton	Moore	Charlotte/Mecklenburg	Kings Mountain	Swain
•	Mooresville City	Chatham	Lee	Thomas Jefferson**
	Nash-Rocky Mount	Cherokee	Lenoir	Transylvania
70-79 <i>%</i>	New Century**	Clay	Macon	Tyrrell
N=5	Pender	Cleveland	Madison	Union
	Person	Clinton City	Martin	Wake
Durham	Robeson	Craven	McDowell	Washington
Hertford	Scotland	Currituck	Mitchell	Watauga
Kestrel Heights**	Thomasville City	Dare	Montgomery	Wilkes
Warren	Vance	Davidson	Mount Airy City	Winston-Salem/Forsyth
Whiteville City	Wayne	Davie	New Hanover	Woods Charter**
•	Weldon City	Edenton/Chowan	Newton Conover City	Yadkin
	Wilson	Elizabeth City/Pasquotank Elkin City	Onslow Pamlico	Yancey

Notes

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Data are not reported for Rowan County because data are incomplete.

Data are not reported where number tested is less than 5.

Data received from LEAs after Dec. 31, 2001 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.



<sup>\*</sup>These data represent the highest test score of each student for all test administrations in which the student participated.

<sup>\*\*</sup>Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

Chapel Hill-Carrboro City data are incomplete.

### Table 6. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard\* (Multiple-Choice and Performance) by Range for the Class of 2002, at End of Grade 11, by LEA

Below 50 % N=3	80-89% N=23		90% or above N=97	
Laurinburg**	Вепіе	Alamance-Burlington	Franklin	Pamlico
Lift Academy**	Cape Lookout Marine**	Alexander	Gaston	Perquimans
Wayne Academy**	Catawba	Alleghany	Gates	Person
	Columbus	Anson	Graham	Pitt
50-59%	Durham	Ashe	Granville	Polk
N=0	Edgecombe	Asheboro City	Greene	Raleigh Charter High**
	Elizabeth City/Pasquotank	Asheville City	Guilford	Randolph
none	Hertford	Avery	Halifax	Richmond
	Hickory City	Beaufort	Harnett	River Mill Charter**
	Jones	Bladen	Haywood	Roanoke Rapids City
	Lakeside School**	Brunswick	Henderson	Rockingham
60-69 %	Lexington City	Buncombe	Hoke	Rutherford
N=3	Moore	Burke	Hyde	Sampson
	Northampton	Cabarrus	Iredell-Statesville	Shelby City
Crossnore Academy**	Orange	Caldwell	Jackson	Stanly
J.H. Baker Jr. Charter**	Pender	Camden	Johnston	Stokes
Kennedy Charter**	Robeson	Carteret	Kannapolis City	Surry
•	Scotland	Caswell	Kings Mountain	Swain
	Thomasville City	Charlotte/Mecklenburg	Lee	Transylvania
	Warren	Chatham	Lenoir	Tyrrell
	Weldon City	Cherokee	Lincoln	Union
70-79%	Whiteville City	Clay	Macon	Vance
N=1	Woods Charter**	Cleveland	Madison	Wake
		Clinton City	Martin	Washington
New Century**		Craven	McDowell	Watauga
·		Cumberland	Mitchell	Wayne
		Currituck	Montgomery	Wilkes
		Dare	Mooresville City	Wilson
		Davidson	Mount Airy City	Winston-Salem/Forsyth
		Davie	Nash-Rocky Mount	Yadkin
		Duplin	New Hanover	Yancey
		Edenton/Chowan	Newton Conover City	-
		Elkin City	Onslow	

Notes: \*These da

Prepared by the NCDPI Division of Accountability Services/Testing Section.



<sup>\*</sup>These data represent the highest test score of each student for all test administrations in which the student participated.

<sup>\*\*</sup>Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix. Chapel Hill-Carrboro City data are incomplete.

<sup>1999-00</sup> and 2000-01 data use membership in the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Data are not reported for Rowan County because data are incomplete.

Data are not reported where number tested is less than 5.

Data received from LEAs and charter schools after Dec. 31, 2001 are not included in this table.

### Table 7. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard\* (Multiple-Choice and Performance) by Range for the Class of 2001, at End of Grade 12, by LEA

	90-99 <i>%</i>	
	N=105	
Alamance-Burlington	Gaston	Perquimans
Alexander	Gates	Person
Alleghany	Graham	Pitt
Ashe	Granville	Polk
Asheboro City	Greene	Randolph
Asheville City	Guilford	Richmond
Avery	Harnett	River Mill Charter**
Brunswick	Haywood	Roanoke Rapids City
Buncombe	Henderson	Robeson
Burke	Hyde	Rockingham
Саваттия	Iredell-Statesville	Rutherford
Caldwell	Jackson	Sampson
Camden	Johnston	Scotland
Carteret	Kannapolis City	Shelby City
Caswell	Kings Mountain	Stanly
Catawba	Lee	Stokes
Chapel Hill-Carrboro City	Lexington City	Surry
Charlotte/Mecklenburg	Lincoln	Swain
Chatham	Macon	Thomasville City
Cherokee	Madison	Transylvania
Clay	Martin	Tyπell
Cleveland	McDowell	Union
Clinton City	Mitchell	Vance
Craven	Montgomery	Wake
Cumberland	Moore	Warren
Currituck	Mooresville City	Washington
Dare	Mount Airy City	Watauga
Davidson	Nash-Rocky Mount	Wayne
Davie	New Century**	Weldon City
Duplin	New Hanover	Whiteville City
Durham	Newton Conover City	Wilkes
Edenton/Chowan	Onslow	Wilson
Elizabeth City/Pasquotank	Orange	Winston-Salem/Forsyth
Elkin City	Pamlico	Yadkin
Franklin	Pender	Yancey
	Alexander Alleghany Ashe Asheboro City Asheville City Avery Brunswick Buncombe Burke Cabarrus Caldwell Camden Carteret Caswell Catawba Chapel Hill-Carrboro City Charlotte/Mecklenburg Chatham Cherokee Clay Cleveland Clinton City Craven Cumberland Currituck Dare Davidson Davie Duplin Durham Edenton/Chowan Elizabeth City/Pasquotank Elkin City	Alamance-Burlington Alexander Alleghany Ashe Asheboro City Asheville City Guilford Avery Harnett Brunswick Buncombe Burke Cabarrus Cardenl Cardenl Carteret Caswell Catawba Catawba Catawba Cahell-Carrboro City Charlotte/Mecklenburg Clay Charven Clinton City Currituck Dare Davidson Davie Durham Elizabeth City/Pasquotank Elkin City Parmille Canden Corange Canden Coarteret Caswell Charboro City Charlotte/Mecklenburg Charboro City Charlotte/Mecklenburg Charboro Currituck Caswell Curaven Currituck

### Notes:

Lenoir

- \*These data represent the highest test score of each student for all test administrations in which the student participated.
- \*\*Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter shool name can be found in the Appendix. 1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Data are not reported for Rowan County because data are incomplete.

Data are not reported where number tested is less than 5.

Data received from LEAs and charter schools after Dec. 31, 2001 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.



Table 8. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard\* (Multiple-Choice and Performance) for the Class of 2005, at End of Grade 8, by LEA

	Percent Passing	2001 LEA Performance
	100.0	Bridges**, Magellan**, Quest Academy**, Sterling Montessori**, Summit Charter**
	98.0	Exploris**
	***	
	96.0 95.0	Bre ard Academy** East Wake Academy**, River Mill Charter**, Watauga
	93.0 94.0	Camden, Francine Delany**, Yancey
	93.0	Dare, Mitchell
	92.0	Clay, Davie, Perquimans, Swain
	91.0	Arapahoe**, Elkin City, Transylvania
	90.0	Alleghany, Chapel Hill-Carrboro City, Cherokee, Orange Co. Charter**
	89.0	Pamlico
	88.0	Graham, McDowell, Pender, Polk
	87.0 86.0	Carteret, Gates, Stokes Jackson, Mooresville City
	85.0	Catawba, Chatham Charter**, Roanoke Rapids City, Surry, Yadkin
	84.0	Davidson Haywood, Johnston, Tyrrell, Wilkes
	83.0	Alexander. Ashe, Brunswick, Buncombe, Chatham, Edenton/Chowan, Henderson, Kestrel Heights**,
		Moore, Onslow
	82.0	Avery, Granville, Kings Mountain, MAST**, Wake
	81.0	Alamance-Burlington, Asheboro City, Caswell, Guilford, Mount Airy City, New Hanover, Randolph
	80.0	Burke, Downtown Middle**, Hyde, Lake Norman**, Rutherford, The Learning Center**
1000 0	79.0	Beaufort, Cleveland, Macon Harnett, Jones, Stanly
1998 State	78.0 77.0	Asheville City, Craven, Cumberland, Currituck, Franklin, Lincoln Charter**, Person, Pitt, Union
2001 State	76.0	Madison, Sampson, Thomas Jefferson**, Whiteville City
1997,1999 State	75.0	Bladen, Lee, Quality Education**, Rockingham, Shelby City
.,,,,,,,,,	74.0	Kannapolis City, Lincoln, Newton Conover City
2000 State	73.0	Nash-Rocky Mount, S.B. Howard**, Wayne, Wilson
	72.0	Caldwell, Rocky Mt Charter Public**
	71.0	Cabarrus, Orange, Thomasville City, Woods Charter**
	70.0	Charlotte/Mecklenburg, Duplin, Montgomery, Washington
	69.0 68.0	Evergreen Community**, Hickory City Durham, Iredell-Statesville, Martin
	67.0	Bethany Community**, Clinton City, Columbus, Greene
	66.0	Elizabeth City/Pasquotank, Lenoir, Scotland
	65.0	Gaston, Weldon City
	64.0	Richmond
	63.0	Hoke, Winston-Salem/Forsyth
	62.0	Provisions Academy**
	60.0	Anson, Halifax, Robeson, Village Charter**
	59.0	Warren
	54.0	Vance
	53.0	Hertford
	50.0	Edgecombe
	48.0	Lexington City
	46.0	Bertie, SPARC Academy**
	45.0	Imani Institute**
	43.0	Omuteko Gwamaziima**
	41.0	CIS Academy**
	,	
	38.0	Kennedy Charter**
	33.0	Crossnore Academy**
	25.0	Northampton
	21.0	Alpha Academy**
		Lakeside School**, Laurinburg Homework**
ļ	14.0	
	9.0	C.G. Woodson**
	6.0	Carter Community**
1	0.0	American Ren. Middle**, Grandfather Academy**, Lift Academy**, Success Academy**

Notes: Percent passing are rounded to the nearest percent.

Prepared by the NCDPI Division of Accountability Services/Testing Section.



<sup>\*</sup>These data represent the highest test score of each student for all the test administrations in which the student participated.

<sup>\*\*</sup>Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

Rowan County is not included due to incomplete data.

<sup>1999-00</sup> and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 1990-97 unough 1999-00 were tested on the 1998 computer skills curriculum.

Data received from LEAs after Dec. 31, 2001 are not included in this table.

Table 9. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard\* (Multiple-Choice and Performance) for the Class of 2004, at End of Grade 9, by LEA

	Percent Passing	
	97.0	Clay
	96.0	Watauga
	95.0	Swain, Thomas Jefferson**
	94.0	Elkin City
1	93.0	Davie, Raleigh Charter High**, Stanly
	92.0	Avery, Carteret, Nash-Rocky Mount, Polk, Transylvania, Yancey
	91.0	Alexander, Camden, Gates, Haywood, Hyde, McDowell, Mitchell, River Mill Charter**, Yadkin
Ī	90.0	Macon
	89.0	Alleghany, Craven, Crossnore Academy**, Currituck, Davidson, Henderson, Kings Mountain, Randolph, Sampson, Stokes
	88.0	Caldwell, Cleveland, Clinton City, Edenton/Chowan, Graham, Granville, Madison, Martin, Mount Airy City, Surry, Wilkes
	87.0	Ashe, Chatham, Cherokee, Dare, Newton Conover City, Perquimans, Rockingham, Union
	86.0	Brunswick, Iredell-Statesville, Jackson
	85.0	Buncombe, Caswell, Gaston, Johnston, Lee, New Hanover, Pamlico, Person, Pitt, Roanoke Rapids City, Shelby City, Woods Charter**
1	84.0	Asheboro City, Community Partners**, Franklin, Guilford, Halifax, Harnett, Jones, Onslow
	83.0	Alamance-Burlington, Beaufort, Cabarrus, Catawba, Cumberland, Montgomery, Washington
1998 State	82.0	Richmond. Rutherford, Wake
2001 State	81.0	Burke, Wilson
bool State	80.0	Lenoir, Tyrrell, Vance
	79.0	Charlotte/Mecklenburg, Moore, Winston-Salem/Forsyth
2000 State	78.0	Cape Lookout Marine**, Duplin, East Wake Academy**, Pender
1999 State	77.0	Lincoln
. , , , braic	76.0	Anson, Asheville City
	75.0	Scotland
	74.0	Kannapolis City, Kestrel Heights**, Laurinburg Homework**, Mooresville City
	73.0	Bladen
	72.0	Elizabeth City/Pasquotank, Wayne
	71.0	Columbus, Edgecombe, Hickory City, Orange
	70.0	Northampton
	68.0	Durham, Hoke, Whiteville City
	67.0	Warren
	66.0	Thomasville City
	65.0	Bertie, Greene, Robeson
	63.0	Lakeside School**
	 60.0	New Century**, Omuteko Gwamaziima**, Weldon City
	59.0	Lexington City
	53.0	Hertford
	50.0	Carter Community**
	40.0 	Provisions Academy**
	35.0	Kennedy Charter**
	18.0	J.H. Baker Jr. Charter**
	15.0	Wayne Academy**
	0.0 ***	Laurinburg**, Lift Academy**  Grandfather Academy**, Quest Academy**

Notes: <sup>†</sup>Percent passing are rounded to the nearest percent.

Chapel Hill-Carrboro City data are incomplete.

Rowan County is not included due to incomplete data.

Prepared by the NCDPI Division of Accountability Services/Testing Section.



<sup>\*</sup>These data represent the highest test score of each student for all the test administrations in which the student participated.

<sup>\*\*</sup>Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

<sup>\*\*\*</sup>Data not reported where number tested is fewer than five.

<sup>1999-00</sup> and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Data received from LEAs after Dec. 31, 2001 are not included in this table.

Table 10. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard\* (Multiple-Choice and Performance) for the Class of 2003, at End of Grade 10, by LEA

	Percent Passing	2001 LEA Performance
	100.0	Polk, Quest Academy**, River Mill Charter**, Thomas Jefferson**, Woods Charter**
	98.0	Kings Mountain, Perquimans, Watauga
	97.0	Currituck, Mount Airy City, Roanoke Rapids City, Stokes, Transylvania
	96.0	Alleghany, Avery, Cape Lookout Marine**, Carteret, Davie, Gates, Kannapolis City, Mitchell,
	05.0	Sampson, Union, Yadkin Alexander, Ashe, Camden, Chatham, Cleveland, Clinton City, Edenton/Chowan, Franklin, Haywood,
	95.0	Hyde, Johnston, Madison, Martin, McDowell, Raleigh Charter High**
	94.0	Alamance-Burlington, Asheboro City, Buncombe, Caldwell, Cherokee, Clay, Granville, Henderson,
	94.0	Jackson, Lee, Newton Conover City, Pamlico, Randolph, Rockingham, Stanly, Surry, Wilkes
	93.0	Beaufort, Brunswick, Burke, Craven, Davidson, Elkin City, Harnett, Macon, Montgomery, New Hanover,
	75.0	Onslow, Rutherford, Tyrrell, Yancey
	92.0	Cabarrus, Dare, Pitt, Richmond, Swain
	91.0	Caswell, Greene, Guilford, Halifax, Iredell-Statesville, Washington
2001 State	90.0	Charlotte/Mecklenburg, Elizabeth City/Pasquotank, Gaston, Graham, Lenoir, Shelby City, Wake,
		Winston-Salem/Forsyth
	89.0	Asheville City, Catawba, Cumberland, Jones, Lincoln, Pender, Vance
	88.0	Duplin, Moore, Nash-Rocky Mount, Scotland
2000 State	87.0	Anson, Person
	86.0	Edgecombe
	85.0	Hoke
	84.0	Columbus, Thomasville City, Wayne, Wilson
	83.0	Bertie, Hickory City, Robeson
	82.0	New Century**, Weldon City
1999 State	81.0	Bladen, Laurinburg Homework**, Mooresville City
	80.0	Crossnore Academy**, Lexington City Hertford, Kestrel Heights**
	78.0	Heritord, Kestrel Heights
	75.0	Durham, Whiteville City
	70.0	Warren
	60.0	Northampton
	54.0	Orange
İ	50.0	Kennedy Charter**
	39.0	Wayne Academy**
	17.0	J.H. Baker Jr. Charter**
	0.0	Laurinburg**, Lift Academy**
	***	Lakeside School**, Omuteko Gwamaziima**

Notes: <sup>1</sup>Percent passing are rounded to the nearest percent.

Chapel Hill-Carrboro City data are incomplete.

Rowan County is not included due to incomplete data.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Data received from LEAs after Dec. 31, 2001 are not included in this table.

Prepared by the NCDPl Division of Accountability Services/Testing Section.



<sup>\*</sup>These data represent the highest test score of each student for all the test administrations in which the student participated.

<sup>\*\*</sup>Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

<sup>\*\*\*</sup>Data not reported where number tested is fewer than five.

Table 11. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard\* (Multiple-Choice and Performance) for the Class of 2002, at End of Grade 11, by LEA

	Percent Passing	2001 LEA Performance
	100.0	Avery, Elkin City, Raleigh Charter High**, River Mill Charter**
	99.0	Alleghany, Ashe
	98.0	Clay, Cleveland, Graham, Hyde, Perquimans
	97.0	Alexander, Caldwell, Henderson, Jackson, Mitchell, Stanly, Stokes, Surry, Swain, Tyrrell,
	}	Watauga, Wilkes
	96.0	Alamance-Burlington, Asheboro City, Camden, Craven, Currituck, Edenton/Chowan, Franklin,
	İ	Gates, Granville, Kings Mountain, Pamlico, Randolph, Union, Yadkin
	95.0	Carteret, Caswell, Dare, Davie, Gaston, Guilford, Iredell-Statesville, Johnston, Macon,
		Newton Conover City, Onslow, Rockingham, Rutherford, Sampson, Yancey
	94.0	Cabarrus, Charlotte/Mecklenburg, Cherokee, Clinton City, Davidson, Haywood, Kannapolis City,
		Lee, Lincoln, Madison, McDowell, Montgomery, Mount Airy City, New Hanover, Transylvania, Washington
	93.0	Chatham, Duplin, Harnett, Martin, Nash-Rocky Mount, Person, Pitt, Polk
2001 State	92.0	Anson, Asheville City, Buncombe, Burke, Halifax, Richmond, Wake, Winston-Salem/Forsyth
	91.0	Beaufort, Bladen, Roanoke Rapids City, Vance, Wilson
	90.0	Brunswick, Cumberland, Greene, Hoke, Lenoir, Mooresville City, Shelby City, Wayne
	89.0	Edgecombe, Hickory City, Lexington City, Moore, Pender, Robeson, Scotland, Woods Charter**
	88.0	Cape Lookout Marine**, Catawba, Columbus, Elizabeth City/Pasquotank
2000 State	87.0	Orange
	86.0	Jones, Warren
	85.0	Hertford
	84.0	Bertie
	83.0	Durham, Weldon City
	82.0	Northampton, Thomasville City
	81.0	Whiteville City
	80.0	Lakeside School**
	71.0	New Century**
	67.0	Crossnore Academy**, Kennedy Charter**
	60.0	J.H. Baker Jr. Charter**
	36.0	Wayne Academy**
	3.0	Laurinburg**
	0.0	Lift Academy**
	***	Grandfather Academy**, Kestrel Heights**, Quest Academy**

Notes: <sup>†</sup>Percent passing are rounded to the nearest percent.

Chapel Hill-Carrboro City data are incomplete.

Rowan County is not included due to incomplete data.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Data received from LEAs after Dec. 31, 2001 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.



<sup>\*</sup>These data represent the highest test score of each student for all the test administrations in which the student participated.

<sup>\*\*</sup>Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

<sup>\*\*\*</sup>Data not reported where number tested is fewer than five.

Table 12. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard\* (Multiple-Choice and Performance) for the Class of 2001, at End of Grade 12, by LEA

	Percent Passing	2001 LEA Performance
	100.0	Alleghany, Camden, New Century**, River Mill Charter**
	99.0	Mooresville City, Shelby City, Yadkin
	98.0	Asheboro City, Cleveland, Montgomery, Mount Airy City, Pamlico, Swain, Tyrrell, Watauga
	97.0	Alexander, Asheville City, Avery, Cabarrus, Clay, Elkin City, Graham, Kings Mountain, Macon,
		Mitchell, Wilkes
	96.0	Burke, Carteret, Chatham, Cherokee, Clinton City, Davie, Duplin, Haywood, Johnston, Lexington City,
		McDowell, Onslow, Person, Polk, Rutherford, Stanly, Surry, Union, Washington, Weldon City, Winston-Salem/Forsyth
}	95.0	Alamance-Burlington, Ashe, Brunswick, Buncombe, Caldwell, Edenton/Chowan, Elizabeth City/Pasquotank,
		Jackson, Madison, Nash-Rocky Mount, Randolph, Richmond, Sampson, Transylvania
	94.0	Chapel Hill-Carrboro City, Charlotte/Mecklenburg, Gates, Guilford, Henderson, Iredell-Statesville,
1	ł	Kannapolis City, Lincoln, Martin, Orange, Warren, Wilson
2001 State	93.0	Caswell, Craven, Currituck, Dare, Harnett, Hyde, Moore, New Hanover, Newton Conover City,
		Pitt, Roanoke Rapids City, Rockingham, Wake, Whiteville City, Yancey
	92.0	Davidson, Franklin, Gaston, Lee, Scotland, Stokes, Wayne
	91.0	Cumberland, Granville, Greene, Perquimans, Robeson, Thomasville City
	90.0	Catawba, Durham, Pender, Vance
	89.0	Anson, Columbus, Hoke, Lenoir
	88.0	Beaufort, Bladen, Halifax
	87.0	Edgecombe, Hertford
	86.0	Hickory City
	84.0	Jones
	83.0 	Bertie
	78.0	Northampton
	71.0	Woods Charter**
	67.0	Cape Lookout Marine**
	29.0	Laurinburg**
	13.0	Wayne Academy**
	0.0	Lift Academy**
	***	Crossnore Academy**, Grandfather Academy**, J.H. Baker Jr. Charter**, Lakeside School**, Quest Academy**

Notes: <sup>†</sup>Percent passing are rounded to the nearest percent.

Rowan County is not included due to incomplete data.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Data received from LEAs after Dec. 31, 2001 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.



<sup>\*</sup>These data represent the highest test score of each student for all the test administrations in which the student participated.

<sup>\*\*</sup>Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

<sup>\*\*\*</sup>Data not reported where number tested are fewer than five.





## (Multiple-Choice and Performance) for the Class of 2005, at End of Grade 8, by LEA and Ethnicity Table 13 a. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

Western Region

C					;		,		estern	western Kegion -	•		į	•			•		:	
1		Total		Amer	American Indian			Asian		#	Black		Hisp	Hispanic		=1			7	
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing		Number Pe Passing P	Percent N Passing	Number N Tested P	Number P Passing P	Percent Nu Passing T	Number Nu Tested Pa	Number Per Passing Pas	Percent Number Passing Tested	ber Number ed Passing		Percent Number Passing Tested	r Number Passing	Percent Passing
State	868,76	74,274	75.9	1,512	186		1,740		80.2	28,820	17,347	60.2 3	3,897		50.2 991		9.82 6.	9:0938	51,816	85.0
Western Region	7,397	6,230	84.2	<b>10</b>	84	83.2	41	42	89.4	484	332	9.89	091	79 4	49.4 54	47	7 87.0	.0 6,551	5,646	86.2
Buncombe	1,997	1,661	83.2	13	•	61.5	12	=	91.7	92	59	64.1	51	24 4	47.1 23	3 20	0. 87.0	908'1 0	1,539	85.2
Asheville City	297	230	77.4	0	•	•	-	•	•	138	92	2.99	=	7 6	63.6	•	•	147	130	88.4
Francine Delany**	11	91	94.1	0	•	•	0	•	•	2	•	•	0	•	•	•	•	15	15	0.001
Evergreen Community**	29	20	0.69	-	,es	•.	0	•	•	4	•	•	0	•	* 2	•	•	22	11	77.3
Cherokee	266	239	868	4	•	•	0	•	•	4	•	•	3	•	• 2	•	•	253	228	1.06
The Learning Center**	\$	4	80.0	0	•	•	0	•	•	0	•	•	0	•	0	•	•	\$	4	0.08
Clay	66	16	616	-	•	•	0	•	•	-	•	•	0	•	• 2	•	•	95	87	91.6
Graham	86	98	87.8	15	13	86.7	0	•	•	0	•	•	0	•	•	•	•	83	73	0.88
Haywood	909	511	84.3	4	•	•	2	•	•	9	3	50.0	•	4	50.0	4	1.99	7 580	464	85.2
Henderson	897	743	82.8	2	•	•	7	9	85.7	48	31	64.6	48	22 4	45.8 7	, ,	100.0	0 785	675	0.98
Jackson	307	264	86.0	33	27	8. 8.	\$	5	100.0	4	•	•	3	•	-	•	•	261	227	87.0
Summit Charter**	=	Ξ	100.0	0	•	•	0	•	•	0	•	•	-	•	•	•	•	01	10	0.001
Macon	329	259	78.7	0	•	•	_	•	•	4	•	•	7	•	-	•	•	321	254	1.62
Madison	214	163	76.2	-	•	•	_	•	•	0	•	•	_	•	•	•	•	211	191	76.3
McDowell	469	411	87.6	-	•	•	=	01	6.06	29	27	93.1	01	4	40.0	•	•	415	366	88.2
Mitchell	176	163	97.6	0	•	•	0	•	•	0	•	•	3	•	•	•	•	173	162	93.6
Polk	177	156	88.1	0	•	•	0	•	•	•	9	75.0	9	4	66.7 2	•	•	191	144	89.4
Rutherford	727	583	80.2	-	•	•	3	•	•	128	87	0.89	7	3	42.9	•	•	587	491	83.6
Thomas Jefferson**	25	61	0.92	0	•	•	0	•	•	0	•	•	0	•	•	•	•	25	19	0.97
Swain	122	112	8.16	25	23	92.0	0	•	*	0	•	•	2	•	*	•	•	93	98	92.5
Transylvania	312	283	7.06	0	•	•	4	•	•	15	15	100.0	3	•	-	•	•	289	261	90.3
Brevard Academy**	22	21	95.5	0	•	•	0	•	•	0	•	•	0	•	•	•	•	22	21	95.5
Yancey	195	<u>\$</u>	94.4	0	•	•	0	•	•	_	•	•	-			•	•	192	182	94.8

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Notes:

These data represent the highest test score of each student for all the test administrations in which the student participated.

\*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets. 1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years. Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

<sup>••</sup>Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section. 2000-01 N.C. Tests of Computer Skills Report

## (Multiple-Choice and Performance) for the Class of 2005, at End of Grade 8, by LEA and Ethnicity Table 13 b. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

Northwest Region

		Total		Amer	American Indian	ie.		Asian		,	Black		Η̈́	Hispanic		Mult	Multi-Racial		Λ	White	
	Number	١,	Percent	Number	Number	teat .	L	ļ.,	Percent	Number	Ι.	Percent	Number N		Percent N	Number P	Number	Percent Passing	Number Tested	Number Passing	Percent Passing
State	Tested 97.898	Passing 74.274	Passing 75.9	Tested 1,512	Passing 981	Passing 64.9	1,740	1,395	Fassing 80.2	_	17,347	60.2			_		6/1				85.0
west Region	15,553	11,842	76.1	77	12	54.5	370	278	12.1	2,387	1,218	91.0	674	273	40.5	14	011	76.4	11,956	9,951	83.2
	!	;	;	,	•	•	:	=	7 70	ž	9	73.1	9	ingp A	<b>6</b> 0 0	c	•	•	368	309	84.0
Alexander	417	344	82.5	0	•	•	<u></u>	=	0.4.0	07	<u>.</u>	1.67	2	n •	2.	> 0	•	•	2	} =	
Alleghany	06	<b>.</b>	0.06	0	•	•	0		•	0	•	•	-	•	•	0	•		68	×	0.19
Ashe	249	206	82.7	0	•	•	0	•	•	0	•	•	ю	•	•	7	*	*	244	203	83.2
Aveny	176	145	82.4	0	•	•	0		•	7	•		0	•	•	7	•	•	172	142	82.6
Grandfather Academy**	9	0	0.0	0	*	•	0	•	•	-	•	•	0	•	•	0	•	•	S	0	0.0
Crossnore Academy**	9	. 2	33.3	0	•	•	0	•	•	0	•	•	0	•	•	0	•	*	9	7	33.3
Burke	1,125	894	79.5	0	•	•	85	4	75.3	79	57	72.2	32	13	40.6	7	S	71.4	922	755	81.9
Caldwell	955	069	72.3	0	e.	•	S	3	0.09	72	33	45.8	22	=	50.0	6	••	88.9	847	635	75.0
Catawba	1.255	1.069	85.2	7	•	•	95	80	84.2	85	63	74.1	49	28	57.1	6	7	77.8	1,015	688	97.6
Hickory City	352	244	69.3	0	•	•	35	27	77.1	88	43	48.9	23	7	8.7	7	9	85.7	661	991	83.4
Newton Conover City	220	162	73.6	0	•	•	22	=	50.0	56	13	44.8	25	11	0.89	4	•	•	140	113	83.6
Davidson .	1.457	1.220	83.7	7	•	•	01	œ	80.0	33	61	57.6	13	•	61.5	<b>~</b>	\$	0.001	1,394	1,178	84.5
Lexington City	232	112	48.3	0	•	•	15	œ	53.3	011	46	41.8	33	9	18.2	9	\$	83.3	89	47	1.69
Thomasville City	150	107	71.3	0	•	•	2	•	•	65	42	64.6	14	9	42.9	7	•	•	<i>L</i> 9	23	85.1
	469	429	91.5	-	•	•	3		*	48	44	91.7	22	01	45.5	7	•		393	369	93.9
Winston-Salem/Forsyth	3.438	2.169	63.1	01	4	40.0	33	56	78.8	1,230	547	44.5	227	28	25.6	99	37	1.99	1,882	1,497	5.62
Lift Academy**	61	0	0.0	0	•	•	0		•	61	0	0.0	0	•	•	0	•		0	•	•
Ouality Education**	12	6	75.0	0	•	•	0	•	•	12	6	75.0	0	•	•	0	•		0	•	•
Downtown Middle**	117	8	80.3	0	•	•	0	•	•	24	37	68.5	٣	•	•	7	•	•	28	22	89.7
C.G. Woodson**	=	-	9.1	0	•	•	0		•	=		9.1	0		•	0	•		0	•	*
Iredell-Statesville	1,334	1116	68.3	Э	•	•	56	15	57.7	245	124	9.09	65	23	39.0	9	7	33.3	995	747	75.1
American Ren. Middle**	• 40	0	0.0	0	•	•	0	•	•	4	•	•	0	•	•	_	•	•	35	0	0.0
Mooresville City	298	256	85.9	0	•	•	<b>∞</b>	<b>∞</b>	0.001	51	30	8.89	-	•	•	4	•	*	234	215	91.9
Stokes	575	200	87.0	-		*	-	•	•	59	23	79.3	7	3	42.9	7	7	0.001	530	467	88.1
Surry	909	514	85.0	0	•	•	S	7	40.0	11	=	64.7	43	56	60.5	2	*	•	538	473	87.9
Elkin City	92	84	91.3	0	•	•	0	•	•	4	•	•	14	6	64.3	0		*	74	72	97.3
Mount Airy City	153	124	81.0	0	•	•	S	4	80.0	20	13	65.0	3	•	•	_		*	124	105	84.7
Wotanga	419	396	94.5	7	•	•	3	•	•	£		•	∞	7	87.5	_	•	•	405	381	94.8
- Halanga																					

These data represent the highest test score of each student for all the test administrations in which the student participated. Notes:

\*\*Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section.

2000-01 N.C. Tests of Computer Skills Report



<sup>\*</sup>Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1998 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

## (Multiple-Choice and Performance) for the Class of 2005, at End of Grade 8, by LEA and Ethnicity Table 13 b. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

(continued) Northwest Region

ERI										TOTAL TARGET		(PORTERIOR)	_								
2 0		Total		Ame	rican Ind	lian		Asian			Black		Hi	Hispanic		Multi	Multi-Racial		*	hite	
State	Number Tested 97,898	Number Number Prested Passing P	Percent Passing 75.9	Number Tested 1,512	Number Passing 981	Percent Number Number Percent Number Passing Tested Passing Passing Tested 75.9 1,512 981 64.9 1,740	Number Tested 1,740	Number Percent Passing Passing 1,395 80.2	Percent Passing 80.2	lumber Tested 28,820	Number Passing 17,347	Percent Passing 60.2	Number Number Percent Number Tested Passing Passing Tested 3,897 1,956 50.2 991	Number F Passing 1	ercent Ni Passing T 50.2	umber N ested P 991	Number Percent Number Passing Passing Tested 779 78.6 60,938	ercent Nu Passing T 78.6 61	imber Niested Pa	Number Percent Passing Passing 51,816 85.0	assing 85.0
Wilkes	823	689	83.7	0	•	•	3	•	•	33	26	78.8	27	91	59.3	6	6	0.001	151	635	84.6
Bridges**	6	6	0.001	0	•	•	0	•	•	0	•	•	0	•	•	0	•	•	6	6	0.001
Yadkin	449	381	84.9	-	•	•	_	•	•	11	13	9.02	35	61	54.3	0	•	•	395	348	88.1

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\*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.

1999.00 and 2000.01 data use membership as the denominator rather than total number tested as was used in previous years. These data represent the highest test score of each student for all the test administrations in which the student participated.

Notes:

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

\*\*Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section.

## (Multiple-Choice and Performance) for the Class of 2005, at End of Grade 8, by LEA and Ethnicity Table 13 c. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

Southwest Region

7								20	mill wes	Southwest Region	=										
		Total		Ame	American Indian	lian	,	Asian			Black		His	Hispanic		Multi-	Multi-Racial		W	White	١
<b>!</b>	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	cent	Number Tested	Number Passing	Percent Passing	Number Tested	Number   Passing	Percent Passing	Number N Tested P	Number P Passing F	Percent Nu Passing T	Number Nu Tested Pa	Number P Passing P	Percent Nur Passing Te	Number Nu Tested Pa	Number Per Passing Pa	Percent Passing
State	94,898	74,274	75.9	1,512	981		1,740	1,395	80.2	28,820	17,347	60.2	3,897	1,956	50.2	. 166	. 622	78.6 60,	60,938 51	\$1,816	85.0
Southwest Region	21,547	15,362	71.3	200	120	0.09	501	392	78.2	6,564	3,605	54.9	872	407	46.7	125	84	67.2 13	13,285 10	10,754 8	80.9
Anson	325	194	59.7	æ	•	•	3	•	•	200	102	51.0	7	•	•	2	•	-	115	88 7	76.5
Саратиѕ	1,439	1,017	70.7	s	Э	0.09	7	=	78.6	198	112	9.99	49	24	49.0	01	9 9	0.09	1,163 8	861 7	74.0
Kannapolis City	358	263	73.5	-	•	•	5	4	80.0	124	80	64.5	20	13	0.09	3	•		205	164 8	0.08
Cleveland	738	585	79.3	0	•	•	2	•	•	153	94	61.4	9	4	2.99	2	•	*	575 4	484 8	84.2
Kings Mountain	336	276	82.1	-	•	•	4	•	•	62	20	9.08	S	m	0.09	5	3 6	60.0	259 2	216 8	83.4
Shelby City	222	167	75.2	0	•	•	2	•	•	123	84	68.3	7	•	•	2	•	•	. 66	8 8/	83.9
Gaston	2,340	1,527	65.3	3	•	•	24	<u>&amp;</u>	75.0	421	228	54.2	73	28	38.4	13	7 5.	53.8 1,	1,806 1,	1,244 6	6.89
Hoke	453	286	63.1	58	30	51.7	4	•	•	247	148	59.9	15	<b>∞</b>	53.3	<b>∞</b>	6 7	15.0	121	06	74.4
Lincoln	863	637	73.8	S	4	80.0	3	•	•	78	40	51.3	20	21	45.0	6	5 5	55.6 7	718 5	564 7	9.87
Lincoln Charter**	17	13	76.5	0	•	•	0	•	•	0	•	•	m	•	•	0	•	•	4		9.87
Charlotte/Mecklenburg	7,831	5,476	6.69	31	21	2.19	348	279	80.2	3,435	1,809	52.7	393	176	44.8	31	21 6	67.7 3.	3,593 3,	8,170 8	88.2
Kennedy Charter**	∞	3	37.5	0	•	•	Ö	•	•	m	•	•	0	•	•	0			5	2 4	40.0
Lake Norman**	78	62	79.5	0	•	•	0	•	•	-	•	•	2	•	•	_	•	•	74	26 1	7.67
Montgomery	330	230	69.7	0	•	•	91	=	8.89	80	45	56.3	20	28	96.0	4	•	•	180	143 7	79.4
Moore	939	775	82.5	7	S	71.4	01	6	0.06	203	140	0.69	38	25	8.59	9	)1 9	9 0.001	5 519	8 065	87.4
MAST**	28	23	82.1	0	•	•	0	•	•	∞	4	50.0	0	•	•	_	•		61	6 81	94.7
Richmond	919	392	63.6	13	=	84.6	\$	S	100.0	239	124	6.18	14	S	35.7	3	•	*	342 2	245 7	9.17
Scotland	200	336	0.99	55	32	58.2	-	•	•	230	135	58.7	S	4	0.08	4	•	•	214	191	75.2
Laurinburg Homework**	7	-	14.3	2	•	•	0	•	•	4	•	•	0		•	0	•	•	_		*
Stanly	918	637	78.1	٣	•	•	33	20	9.09	119	74	62.2	13	7	53.8	3	•	•	645 5	531 8	82.3
Union	1,680	1,299	77.3	9	4	66.7	01	∞	80.0	172	149	55.0	42	32	40.5	6	2 2	22.2 1,	1,305	.104 8	84.6

Notes:

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<sup>•</sup>Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets. 1999-00 and 2000-01 data use membership as the denominator ratber than total number tested as was used in previous years. 'These data represent the highest test score of each student for all the test administrations in which the student participated

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

<sup>\*\*</sup>Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section. 2000-01 N.C. Tests of Computer Skills Report Rowan County is not included due to incomplete data.

## (Multiple-Choice and Performance) for the Class of 2005, at End of Grade 8, by LEA and Ethnicity Table 13 d. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

Northeast Region

d by Er									נוונמא	Normeast Region	=									
ac lic		Total		Amer	American Indian	ian	Y	Asian		<b>.</b>	Black		Hisp	Hispanic		Multi-Racial	lacial		White	
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number N Tested P	Number Pe Passing Pa	Percent N Passing	Number N Tested P	Number P. Passing P	Percent Ni Passing T	Number Nu Tested Par	i —	Percent Nun Passing Tes	Number Nun Tested Pas	Number Percent Passing Passing	Percent Number Passing Tested	Number Passing	Percent Passing
State	97,898	74,274	75.9	1,512	186						_								51,816	85.0
Northeast Region	6,539	4,555	69.7	49	23	46.9	36	31	86.1	3,395	1,930	8.98	16	44 4	48.4 4	43 3	32 74.4	4 2,925	2,495	85.3
Beaufort	869	447	78.6	-	*	•	0	•	•	237	158	299	12	4	33.3	4	•	315	282	89.5
Bertie	167	133	45.7	0	•	•	0	•	•	238	66	41.6	2	•	•	3	•	48	32	66.7
Camden	115	108	93.9	0	•	•	4	•	•	15	01	2.99	0	•	•	0	•	96	94	67.6
Edenton/Chowan	205	170	82.9	0	•	•	0	•	•	114	98	75.4	_	•	•	0	•	06	83	92.2
Currituck	235	181	77.0	0	•	•	4	•	•	27	17	63.0	3	•	•	_	•	200	158	0.67
Dare	379	354	93.4	-	•	•	2	•	•	15	01	2.99	7	8 9	85.7	2	•	352	333	94.6
Edgecompe	577	288	49.9	0	•	•	0	•	•	332	158	47.6	12	2	16.7	3	•	230	127	55.2
Gates	149	130	87.2	0	•	•	_	•	•	63	53	84.1	0	•	•	0	•	85	92	89.4
Halifax	442	263	59.5	35	91	45.7	0	•	•	376	225	8.69	_	•		0	•	30	21	70.0
Roanoke Rapids City	230	961	85.2	-	•	•	9	9	0.001	09	39	65.0	2	•	•	2	•	159	147	92.5
Weldon City	77	20	64.9	0	•	•	. 0	•	•	74	47	63.5	_	•			•	2	•	*
Hertford	276	146	52.9	9	3	90.0	0	•	•	217	105	48.4	0	•	•	_	•	52	37	71.2
Hyde	51	41	80.4	0	•	•	0	•	•	21	13	6.19	0	•	•		•	30	28	93.3
Martin	378	255	67.5	-	•	•	_	•	•	213	115	54.0	6	5 5	55.6	_	•	153	134	87.6
Northampton	268	99	24.6	0	•	•	0	•	•	226	63	27.9	2	•		_	•	39	2	5.1
Elizabeth City/Pasquotank 444	mk 444	292	8.59	-	•	•	٣	•	•	214	115	53.7	٣	•		7 3	42.9	216	691	78.2
Perquimans	144	132	7.16	0	•	•	0	•	•	52	44	84.6	0	•	•	_	•	16	87	93.6
Pitt	1,483	1,134	76.5	3	•	•	4	13	92.9	752	470	62.5	35	17 4	48.6	1 91	4 87.5	663	819	93.2
Tyrrell	74	62	83.8	0	•	•	0	•	•	37	59	78.4	_	•	•	0	•	36	33	7.16
Washington	152	107	70.4	0	•	•	_		•	112	74	1.99	0	•		_	•	38	32	84.2



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These data represent the highest test score of each student for all the test administrations in which the student participated. Notes:

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1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1998 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

<sup>\*</sup>Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section. 2000-01 N.C. Tests of Computer Skills Report

## (Multiple-Choice and Performance) for the Class of 2005, at End of Grade 8, by LEA and Ethnicity Table 13c, 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

Southeast Region

		Total		Amer	American Indian	=	1	Asian		D	Black		Ħ	Hispanic		Mult	Multi-Racial		Ν	White	
	Number	Number	Percent	Number	Number	cent	Number	Ξ,	Percent Passino	Number	Number	Percent Passing	Number N	I –	Percent N Passing 7	Number N Tested I	Number Passing	Percent Number Passing Tested	l .	Number P Passing 1	Percent Passing
State	97.898	74.274	75.9	1.512	981		1,740		80.2	28,820	17,347	60.2					622			51,816	85.0
Southeast Region	17,379	13,115	75.5	1,014	189	64.2	141	123	87.2	6,292	4,028	64.0	729	454	62.3	201	191	1.08	9,002	7,698	85.5
Bladen	433	325	75.1	m	•	•	0	•	•	210	145	0.69	6	ю	33.3	_	•	•	210	175	83.3
Brunswick	191	637	83.1	Ś	4	80.0	_	•	•	162	8 1 8	72.8	61	01	52.6	7	9	85.7	573	498	6'98
Carteret	694	604	87.0	0	•	•	2	•	•	71	52	73.2	<b>∞</b>	4	50.0	12	12	0.001	109	535	0.08
Columbus	555	372	67.0	31	21	67.7	_	•	•	228	122	53.5	7	7	28.6	3	•	•	285	225	78.9
Whiteville City	221	891	76.0	2	•	•	_	•	•	103	62	60.2	v.	ю	0.09	7	•	•	108	66	91.7
Craven	1,093	845	77.3	8	m	0.09	6	•	55.6	380	249	65.5	30	16	63.3	4	•	•	999	999	85.1
Cumberland	3,862	2,983	77.2	70	20	71.4	54	20	97.6	1,850	1,277	0.69	216	991	6.92	54	43	9.62	819,1	1,397	86.3
Alpha Academy**	61	4	21.1	0	•	•	0	•	•	12	2	16.7	-		•	-	•	•	S	7	40.0
Duplin	849	472	9.69	٣	•	•	0	•	•	250	146	58.4	92	42	45.7	-	•	•	332	281	84.6
Greene	229	154	67.2	0	•	•	0	•	•	115	11	61.7	21	10	47.6	2	•	•	16	77	79.1
Jones	102	80	78.4	0	•	•	0	•	•	53	42	79.2	т	•	•		•	•	45	36	0.08
Lenoir	787	518	65.8	-	•	•	_	•	•	397	218	54.9	27	13	48.1	4	•	•	357	281	78.7
New Hanover	1.564	1.270	81.2	•	'n	62.5	61	61	0.001	411	254	8.19	23	14	6.09	14	10	71.4	1,089	896	6.88
Onslow	1,632	1,360	83.3	15	12	0.08	27	26	96.3	369	592	72.1	79	09	75.9	65	99	86.2	1,077	940	87.3
Pamlico	132	117	9.88	0	•	•	0	•	•	4	32	78.0	-	•	•	0		•	06	<b>%</b>	93.3
Arapahoe**	43	39	7.06	-	•	•	0	•	•	3	•	•	0	•	•	0		•	39	35	89.7
Pender	464	436	88.3	7	•	•	0		•	991	143	86.1	22	7	63.6	7	•	•	302	772	91.7
Robeson	1,864	1,121	1.09	825	527	63.9	6	9	2.99	564	172	48.0	20	25	50.0	7	4	57.1	409	288	70.4
CIS Academy**	32	13	40.6	22	7	31.8	0	•		\$	٣	0.09	0	•	•	0	•	•	Ś	3	0.09
Sampson	543	415	76.4	6	9	2.99	4	•	•	175	611	0.89	24	36	2.99	m	•	•	298	250	83.9
Clinton City	178	119	6.99	<b>∞</b>	ς.	62.5	0	•	•	82	39	47.6	12	9	50.0	-	•	•	75	89	90.7
Wayne	1,457	1,063	73.0	4	•	•	13	10	6.92	645	394	61.1	20	25	20.0	11	4	82.4	728	819	84.9

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'These data represent the highest test score of each student for all the test administrations in which the student participated.

•Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Notes:

\*Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section. 2000-01 N.C., Tests of Computer Skills Report Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.



## (Multiple-Choice and Performance) for the Class of 2005, at End of Grade 8, by LEA and Ethnicity Table 13f, 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard

Central Region

C <sup>*</sup>		Total		Amer	American Indian	5	•	Asian		9	Black		Ë	Hispanic		Multi	Multi-Racial		_	White	
12	Number Tested	<u>ا</u> ۔ ا	Percent Passing	Number Tested	Number Passing	cent	Number Tested	- <sub>N</sub>	Percent Passing	Number Tested	I	Percent Passing	Number 7	1	Percent Ni Passing T	Number N Tested F		Percent Number Passing Tested	1		Percent Passing
State 9	97,898		75.9	1,512	186	64.9	1,740		80.2	_		60.2						_		91815	85.0
Central Region 2	29,483	23,170	78.6	126	16	72.2	645	\$29	82.0	869.6	6,234	64.3	1,371	669	91.0	424	345	<b>81.4</b>	17,219	15,272	88.7
Alamance-Burlington	1,641	1,326	80.8	∞	7	87.5	24	<u>8</u>	75.0	436	300	8.89	130	64	49.2	22	20	6.06	1.021	116	8.68
Lakeside School**	7	-	14.3	0	•	•	0	•	•	S	0	0.0	0	•	•	0	•	•	7	•	•
River Mill Charter**	61	<u>∞</u>	94.7	0	•	•	0	•	•	7	•	•	0	•	•	_	•		91	15	93.8
Caswell	279	225	9.08	0	•	•	0	•	•	115	68	77.4	7	•	•	7	•		160	132	82.5
Chatham	521	434	83.3	-	•	•	3		•	139	112	9.08	20	23	46.0	7	9	85.7	321	290	90.3
Chatham Charter**	13	=	84.6	0		•	-	•	•	3	•	•	0	•	•	0	•	•	6	<b>∞</b>	6.88
Woods Charter**	11	12	9.07	0	•	•	0	•	•	0	•	•	0	•	•	7	•	•	15	=	73.3
Durham	2,105	1,437	68.3	8	-	20.0	. 25	45	<u>8.18</u>	1,196	729	0.19	Ξ	39	35.1	09	46	81.7	879	574	84.7
Carter Community**	<u>&amp;</u>	-	9.6	0	•	•	0	•	•	91	-	6.3	0	•	•	_	•	•	_	•	•
Kestrel Heights**	36	30	83.3	0	•	•	0	•	•	13	<b>∞</b>	61.5	0	•	•	0	•	•	23	22	95.7
Success Academy**	∞	0	0.0	0	•	•	0	•	•	<b>∞</b>	0	0.0	0	•	•	0	•	•	0	•	•
Omuteko Gwamaziima**	7	3	42.9	0	•	•	0	•	•	7	ю	42.9	0	•	•	0	•	•	0	•	•
Franklin	575	444	77.2	7	•	•	-	•	•	219	146	2.99	23	7	30.4	S	8	0.09	325	285	87.7
Granville	619	505	9.18	7	•	•	4	•	•	259	188	72.6	21	12	57.1	9	9	0.001	327	295	90.5
Guilford	4,803	3,887	80.9	32	24	75.0	149	Ξ	74.5	1,839	1,256	68.3	1117	99	56.4	66	28	78.8	2,567	2,352	91.6
Imani Institute**	40	<u>8</u>	45.0	0	•	•	0	•	•	36	11	47.2	0		•	0	•	•	4	•	•
Harnett	1,285	1,005	78.2	7	4	57.1	7	•	•	366	245	6.99	99	4	62.1	23	<u>∞</u>	78.3	821	969	84.7
Johnston	1,566	1,307	83.5	3	•	•	9	9	0.001	343	253	73.8	119	19	51.3	<u>«</u>	15	83.3	1,077	026	90.1
Lee	647	485	75.0	3	•	•	3	•	•	991	26	58.4	98	39	45.3	=	01	6.06	378	335	9.88
Provisions Academy**	13	<b>∞</b>	61.5	0		•	0		•	2	3	0.09	0	•	•	0	•	•	<b>∞</b>	S	62.5
Nash-Rocky Mount	1,294	939	72.6	4	•	•	01	9	0.09	684	414	60.5	34	91	47.1	∞	<b>∞</b>	0.001	554	492	88.8
Rocky Mt Charter Public*	• 74	53	9.11	-	•	•	_	•	•	39	21	53.8	7	•	•	3	•	•	. 28	27	96.4
Orange	503	357	71.0	7	•	•	4	•	•	<del>8</del> = 18	72	0.19	6	<b>∞</b>	88.9	01	7	0.07	360	265	73.6
Orange Co. Charter**	70	<u>«</u>	0.06	0	•	•	0	•	•	0	•	•	0	•	•	_	•	•	61	11	89.5
Chapel Hill/Carrboro City	y 740	999	0.06	-	•	•	99	53	80.3	112	87	7.77	30	15	90.0	15	15	0.001	916	495	636
Village Charter**	15	6	0.09	0	•	•	0	•	•	3	•	•	0	•	•	7	•	•	0	7	70.0
Person	472	364	77.1	7	•	•	7	•	•	170	120	9.07	9	3	30.0	7	•	•	286	237	82.9
Randolph	1,320	1,070	81.1	10	7	70.0	01	5	90.0	99	48	72.7	9	36	55.4	15	13	80.0	1,154	395	83.4

'These data represent the highest test score of each student for all the test administrations in which the student participated. Notes:

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

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6.9

Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets. 1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years. Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

<sup>••</sup>Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section. 2000-01 N.C. Tests of Computer Skills Report

## (Multiple-Choice and Performance) for the Class of 2005, at End of Grade 8, by LEA and Ethnicity Table 13f. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard

(continued) Central Region

		Total		4 me	American Indian		1	Asian		0	Black		His	Hispanic		Multi	Multi-Racial		1	White	
•	Number Tested	<u>-</u> №	Percent Passing	Number Tested	Number Number Percent Number Tested Passing Passing Tested	Percent Passing		, m	Percent Passing	Number Tested	L	Percent Passing	Number Number Tested Passing	_	l m	<u>۔</u>	2 as	- or		-	Percent Passing
State	97,898	74,274	75.9	1,512	186	64.9	1,740	1,395	80.2	28,820	17,347	60.2	3,897	956'1	50.2	166	977	9 9.87	60,938	91819	85.0
Rockingham	1,151	862	74.9	æ	•	•	4	•	•	300	891	96.0	35	21	0.09	12	12	0.001	197	654	82.1
Bethany Community**	6	9	2.99	0	•	•	0	•	•	0	•	•	0	•	•	0	•	•	6	9	2.99
Vance	579	314	54.2	0	•	•	-	•	•	353	146	41.4	20	01	50.0	4	•	•	201	154	9.92
Wake	7,399	6,091	82.3	20	11	85.0	282	251	0.68	1,936	1,227	63.4	338	179	53.0	9/	63	82.9	4,747	4,354	1.16
Exploris**	26	55	98.2	0	•	•	0	•		7	7	0.001	2	•		7		•	45	44	8.76
Magellan**	63	63	100.0	0	•	•	Э	•		4		•	-	•	•	0	•	•	55	55	0.001
Sterling Montessori**	4	4	0.001	-		•	0	•		0	•	•	0	•	•	0			13	13	0.001
East Wake Academy**	20	61	95.0	0	•	•	0	•	•	٣		•	0	•	•	0	•	•	11	91	94.1
SPARC Academy**	22	01	45.5	0	•	•	0	•	•	22	01	45.5	0	•	•	0	•	•	0	•	*
Quest Academy**	15	15	100.0	0	•	•	0	•	•	0		•	0	•	•	0	•	•	15	<u>s</u>	0.001
Warren	259	153	59.1	11	6	52.9	0	•	•	189	901	1.95	٣	•	•	4	•	•	46	33	71.7
Wilson	864	633	73.3	0	•	*	4	•	•	446	291	65.2	4	24	58.5	12	9	20.0	361	309	9.58
S.B. Howard**	15	=	73.3	0	•	•	0	•	•	4	=	9.87	-	•	•	0	•	•	0	•	•

<sup>\*</sup>Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years. These data represent the highest test score of each student for all the test administrations in which the student participated. Notes:

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

••Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

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2000-01 N.C. Tests of Computer Skills Report

# (Multiple-Choice and Performance) for the Class of 2004, at End of Grade 9, by LEA and Ethnicity Table 14a. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

### Western Region

		Total		Ame	American Indian	lian Tien		Asian			Black		Ξ	Hispanic		Mult	Multi-Racial			White	
	Number Tested	1.	Percent Passing	Number Tested	Number Passing	ent	Number Tested	ļ.	Percent Passing	Number Tested		Percent N Passing	Number N Tested	Number P Passing F	Percent N Passing T	Number No Tested P	Number P Passing P	Percent N Passing T	Number N Tested	Number P Passing I	Percent Passing
State	102,252	82,613	80.8	1,561	1,121	71.8	1,967	1,522	77.4	30,597	21,334	69.7	3,911	2,019	\$1.6	\$68	121	9.08	63,314	98'88	88.3
Western Region	7,514	6,541	87.1	86	<b>2</b>	85.7	8	41.	88.7	\$12	389	16.0	201	101	50.2	32	43	80.8	6,597	5,878	89.1
Випсотре	1,946	1,648	84.7	14	6	64.3	11	14	82.4	123	<b>%</b>	6.69	15	22	43.1	23	61	82.6	1,717	1,498	87.2
Asheville City	351	265	75.5	0	•	•	'n	4	0.08	142	103	72.5	13	7	58.3	2	•	•	190	150	78.9
Cherokee	293	254	86.7	7	9	85.7	_	•	•	3	•	•	9	\$	83.3	2	•	•	274	237	86.5
Clay	76	94	6.96	0	•	•	0	•	•	-	•	•	-	•	•	0	•	•	95	35	8.96
Graham	92	-	88.0	2	2	100.0	-	•	•	0	•	•	_	•		-	•	•	46	69	87.3
Haywood	865	543	8.06	-	•	•	-	•	•	0	2	100.0	œ	4	90.0	2	•	•	929	\$25	1.19
Henderson	1,004	893	88.9	80	S	100.0	=	01	6'06	49	39	9.62	11	34	47.9	01	<b>∞</b>	0.08	828	797	92.9
Jackson	305	192	85.6	29	23	79.3	_	•	•	2	•	•	-	•	•	0	•		272	235	86.4
Macon	348	312	89.7	-	•	•	-	•	•	4	•	•	_	•	•	_	•	•	340	304	89.4
Madison	188	991	88.3	0	•	•	0	•	•	-	•	•	0	•	•	0	•	•	187	165	88.2
McDowell	442	400	90.5	7	•	•	01	01	0.001	11	91	94.1	91	9	37.5	-	•	•	396	367	92.7
Mitchell	180	172	90.5	0	•	•	0	•	•	-	•	•	-	•	•	0	•	•	188	170	90.4
Polk	175	191	92.0	0	•	•	2	•	•	13	13	100.0	•	9	75.0	0	•	•	152	140	92.1
Rutherford	810	999	82.1	-	•	•	2	•	•	121	8	74.0	61	01	52.6	9	4	2.99	655	554	84.6
Thomas Jefferson**	21	20	95.2	0	•	•	0	•	•	0	•	•	0	•	•	-	•	•	70	61	95.0
Swain	126	120	95.2	27	76	96.3	0	•	•	0	•	•	0	•	•	0	•	•	66	96	94.9
Transylvania	334	307	616	0	•	•	0	•	•	81	91	6.88	-	•	•	3	•		312	287	92.0
Yancey	194	179	92.3	-	•	•	-	•	•	-	•	•	4	•	•	0	•		187	271	93.6



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<sup>\*</sup>Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because an ethnic category may not have been coded on some student answer sheets.

1990.00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum. These data represent the highest test score of each student for all the test administrations in which the student participated. Notes:

<sup>••</sup>Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

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# (Multiple-Choice and Performance) for the Class of 2004, at End of Grade 9, by LEA and Ethnicity Table 14b. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

### Northwest Region

		Total		Аше	American Indian	ian	1	Asian			Black	į	Ħ	Hispanic		Multi	Multi-Racial			White	
	Number Tested	Number Number Tested Passing	Percent Passing	Number Number Tested Passing		Percent N Passing 7	Number N Tested P	Number Po	Percent N Passing 1	Number N Tested P	Number F Passing I	Percent N Passing	Number N Tested F	Number Passing P	Percent Nu Passing T	Number Nu Tested Pa	Number Pe Passing Pa	Percent Nu Passing Te	Number Nu Tested Pa	Number Pe Passing Pa	Percent Passing
State	102,252	82,613	80.8	1,561	1,121		1,967	1,522	77.4	30,597 2	21,334	69.7	3,911	2,019	91.6	895	121	80.6 63	63,314 \$	55,896	88.3
Northwest Region	15,855	13,290	83.8	33	28	84.8	399	326	81.7	2,459	1,660	67.5	627	307	49.0	108	78	.1 8.77	12,225	10,885	89.0
Alexander	380	346	1.16	0	•	•	12	01	83.3	21	51	71.4	٢	4	57.1	-	•	•	339	316	93.2
Alleghany	111	104	88.9	0	•	•	0	•	•	4	•	•	_	•		0	•	•	112	100	89.3
Ashe	256	223	87.1	0	•	•	m		•	0	•	•	-	•	•	0	•	•	252	220	87.3
Avery	178	163	91.6	0	•	•	0	•	•	_	•	•	0	•	•	_			9/1	162	92.0
Grandfather Academy**	4	•	•	0	•	•	0	•	•	0	•		0	•	•	_	•	•		•	•
Crossnore Academy**	6	œ	88.9	0	•	•	0	•	•	0	•		0		•	0	•	•	6	<b>&amp;</b>	88.0
Burke	1,115	907	81.3	0	•	•	601	94	86.2	74	96	75.7	35	20	57.1	s	9	0.09	892	734	82.3
Caldwell	606	767	87.7	-	•	•	9	\$	83.3	19	39	63.9	23	14	6.09	6	œ	6.88	808	731	90.5
Catawba	1,347	1,1	82.5	2	•	•	78	63	8.08	82	19	71.8	54	21	38.9	12	=	1 216	911,	953	85.4
Hickory City	409	290	6.07	2	•		36	20	55.6	86	59	60.2	32	3	9.4	3		•	238	205	1.08
Newton Conover City	189	164	8.98	0	•		13	. 21	0.001	24	11	8.07	51	01	2.99	3	•	•	135	122	90.4
Davidson	1,485	1,314	88.5	6	•	6.88	=	01	6.06	38	26	68.4	<b>&amp;</b>	4	9.03	3	•		1,416	1,263	89.2
Lexington City	280	991	59.3	-	•		70	14	70.0	140	85	60.7	39	9	15.4	9	<b>.</b>	50.0	74	57	77.0
Thomasville City	193	128	66.3	0	•	•	4	•	•	96	89	8.07	11	4	23.5	0	•		92	54	71.1
Davie	403	373	92.6	0	•	•	2	•	•	37	29	78.4	19	=	57.9	2		•	343	329	95.9
Winston-Salem/Forsyth	3,511	2,774	19.0	01	6	0.06	40	37	92.5	1,274	848	9.99	183	06	49.2	38		71.17	1,965	1,763	7.68
Lift Academy**	27	0	0.0	0	•	•	0	•		27	0	0.0	0		•	0	•	•	0	•	
Iredell-Statesville	1,378	1,182	82.8	4	•	•	36	30	83.3	27.1	200	73.8	48	33	8.89	9	9	100.001	1,013	606	89.7
Mooresville City	314	232	73.9	0	•	•	7	9	85.7	52	23	44.2	2	•	•	7	•	•	250	203	81.2
Stokes	643	572	89.0	0	•	•	-	•	•	27	23	85.2	01	7	0.07	7	9	85.7	865	535	89.5
Surry	650	574	88.3	-	•	•	s	3	0.09	31	23	74.2	52	31	9.65	0	•	•	195	\$16	92.0
Elkin City	78	73	93.6	0	•	•		•	•	<b>∞</b>	<b>∞</b>	0.001	۰	2	40.0	_	•	•	19	59	6.7
Mount Airy City	154	135	87.7	-	•	•	9	s	83.3	<u>8</u> 2	91	6.88	\$	3	0.09	0	•		124	011	88.7
Watauga	437	418	95.7	0	•	•	3	•		7	9	85.7	7	7	0.001	_	•	•	419		3.96
Wilkes	988	178	87.8	0	•	•	4	•	•	45	35	77.8	21	<u> </u>	47.6	~	2	0.001	810	724	89.4

These data represent the highest test score of each student for all the test administrations in which the student participated. Notes: Data received from LEAs atter Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section. 2000-01 N.C. Tests of Computer Skills Report



Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because an ethnic category may not have been coded on some student answer sheets. 1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

<sup>\*</sup>Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

### (Multiple-Choice and Performance) for the Class of 2004, at End of Grade 9, by LEA and Ethnicity Table 14b. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

#### Northwest Region (continued)

White	Number Number Percent Number Number Percent Number Number I Tested Passing Peassing Peaseing 1	63,314 55,896	435 409
acial	ber Percent ng Passing	9.08	•
Multi-R	mber Numt ested Passi	27 28	•
	Percent Nu Passing Te	31.6	8 63 8
Hispanic	Number	2,019	"
	of Number		43
ck	ber Percent ing Passing	14 69.7	0 06
· Black	cent Number Number Pe sing Tested Passing Pa	££,11 792,	70
	Percent Nu Passing Te	77.4 30	•
Asian	Number F Passing	1,522 77.4	•
	Number Tested	1,967	-
Indian	r Percent ; Passing	71.8	•
merican	er Numbe d Passing	1,121	•
A	ent Numb	198'1 8	
ıtal	mber Perci	,613 80.	458 911
To	Number Number Percent Number Number Percent Number Number Tested Passing Tested Passing Passing Tested Passing	102,252 82,	\$03

Notes:



Yadkin

State

<sup>&</sup>quot;These data represent the highest test score of each student for all the test administrations in which the student participated.

\*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because an ethnic category may not have been coded on some student answer sheets.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

\*\*Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section. 2000-01 N.C. Tests of Computer Skills Report

## (Multiple-Choice and Performance) for the Class of 2004, at End of Grade 9, by LEA and Ethnicity Table 14c. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

Southwest Region

			Total		Ame	American Indian	lian		Asian			Black		H	Hispanic		Mult	Multi-Racial			White	
		Number Tested	Number Number Tested Passing	Percent Passing	Number Number Tested Passing		Percent 1 Passing	Number   Tested	Number F Passing I	Percent Passing	Number Tested	Number Passing	Percent Passing	Number N Tested 1	Number P Passing I	Percent Ni Passing T	Number No Tested Pa	Number Po	Percent Ni Passing T	Number A Tested F	Number P Passing 1	Percent Passing
	State	102,252	82,613	80.8	1,561	1,121	71.8	1,967	1,522	77.4	30,597	21,334	69.7	3,911	2,019	51.6	895	121	9 9.08	63,314	98'88	88.3
	Southwest Region	22,897	17,745	27.5	216	150	69.4	553	439	79.4	7,186	4,741	0.99	918	448	8. 8.	142	611	83.8	13,881	11,848	85.4
	Anson	333	254	76.3	0	•	•	'n	'n	0.001	211	141	8.99	-	•	•	_	•	•	115	106	92.2
	Саратия	1,573	1,307	83.1	7	\$	71.4	10	9	0.09	233	136	58.4	58	21	36.2	10	•	0.08	1,255	1,131	1.06
	Kannapolis City	342	252	73.7	-	•	•	5	4	80.0	105	89	64.8	29	12	41.4	_	•	•	201	167	83.1
	Cleveland	755	999	88.2	0	•	•	-	•	•	621	142	79.3	∞	٧	62.5	-	•	•	999	517	91.3
	Kings Mountain	359	319	88.9	-	•	•	6	•	88.9	16	80	87.9	۶	4	0.08	3	•	•	250	223	89.2
	Shelby City	255	217	85.1	0	•	•	-	•	•	128	95	74.2	-		•	4	•		121	911	6.56
	Gaston	2,568	2,170	84.5		•	•	38	33	8.98	486	368	75.7	69	29	42.0	15	=	73.3	1,957	1,728	88.3
	Hoke	467	318	1.89	79	54	68.4	3	•	•	245	155	63.3	81	Ξ	61.1	4			18	62	0.87
	Lincoln	882	212	76.8	0	•	•	۰	3	0.09	75	40	53.3	09	21	35.0	9	9	100.0	736	209	82.5
	Charlotte/Mecklenburg	8,603	6,793	0.67	36	56	72.2	388	315	81.2	3,820	2,590	8.79	422	229	54.3	51	4	80.4	3,886	3,592	92.4
52	S Kennedy Charter*	11	9	35.3	0	•	•	0	•	•	10	5	90.0	0	•	•	0	•	•	7	_	14.3
	Montgomery	353	294	83.3	0	•	•	=	=	0.001	66	75	75.8	42	29	0.69	_	•	•	200	178	0.68
	Moore	920	728	1.67	6	8	55.6	3	•	•	122	145	9:59	32	11	53.1	12	0	83.3	643	548	85.2
	Richmond	527	430	91.6	6	٧.	55.6	9	9	0.001	691	128	75.7	4	9	42.9	2	•	•	327	283	86.5
	Scotland	173	430	75.3	28	47	81.0	4	•	•	267	177	66.3	2	•	•	4	•	•	236	661	84.3
	Laurinburg**	38	0	0.0	0	•		0	•	•	36	0	0:0	0	•	•	-	•	•	_	•	•
7	Laurinburg Homework**	27	20	74.1	2	•	•	0	•	•	11	12	9:02	0	•	•	0	•		<b>∞</b>	7	87.5
4	Stanly	832	770	92.5	2			28	24	85.7	122	26	79.5	91	10	62.5	9	9	0.001	859	11:9	95.9
	Union	1,819	1,583	87.0	3	•	•	13	•	61.5	293	209	71.3	92	45	48.9	13	6	69.2	1,404	1,310	93.3

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\*\*Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section. 2000-01 N.C. Tests of Computer Skills Report



<sup>\*</sup>Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because an ethnic category may not have been coded on some student answer sheets. These data represent the highest test score of each student for all the test administrations in which the student participated Notes:

<sup>1999-00</sup> and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years. Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum. Rowan County is not included due to incomplete data.

### (Multiple-Choice and Performance) for the Class of 2004, at End of Grade 9, by LEA and Ethnicity Table 14d. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

Northeast Region

			Total		Ame	American Indian	ian	,	Asian			Black		Ξ	Hispanic		Mult	Multi-Racial			White	
		Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent N Passing	Number N Tested P	Number P	Percent N Passing	Number Tested	Number Passing	Percent Passing	Number   Tested	Number F Passing 1	Percent N Passing T	Number N Tested P	Number Pe Passing P	Percent N Passing T	Number N Tested	Number 1 Passing 1	Percent Passing
	State	102,252	82,613	80.8	1,561	1,121	71.8	1,967	1,522	77.4	30,597	21,334	69.7	3,911	2,019	51.6	895	721	90.6	63,314	968'55	88.3
	Northeast Region	7,250	8,768	79.6	42	37	88.1	23	38	73.1	3,768	2,677	71.0	102	æ	81.0	<u>se</u>	91	88.9	3,268	2,948	90.2
	Beaufort	865	464	82.6	0	•	•	s	E	0.09	250	681	75.6	12	8	23.8	0	•	•	322	297	92.2
	Bertie	313	202	64.5	-	•	•	2	•	•	269	170	63.2	0	•	•	0	•	•	4	<u>@</u>	73.2
	Camden	126	<u>-</u>	5.06	-	•	•	-	•	•	72	22	81.5	0	•	•	0	•	•	76	06	92.8
	Edenton/Chowan	222	961	88.3	0	•	•	_	•	•	611	001	84.0	0	•	•	-	•	•	101	94	93.1
	Currituck	303	270	1.68	7	•	•	0	•	•	28	24	85.7	3	•	•	_	•	•	569	243	90.3
	Dare	350	306	87.4	-	•	•	-	•	•	6	7	8.77	7	'n	71.4	2	•	•	330	290	678
	Edgecombe	581	412	6.07	0	•	•	2	•	•	329	207	65.9	61	7	36.8	-	•		230	961	85.2
٠	Gates	194	171	91.2	0	•	•	0	•	•	16	83	91.2	0	•	•	_	•	•	102	94	92.2
	Halifax	488	408	83.6	72	25	97.6	0	•	•	438	362	82.6	0	•	•	2	•	•	21	61	90.5
	Roanoke Rapids City	291	246	84.5	-	•	•	••	9	75.0	24	37	68.5	3	•	•	_	•	•	224	861	88.4
	Weldon City	86	53	9.69	0	•	•	0	•	•	<del>~</del>	49	60.5	-	•	•	0	•	•	7		42.9
5	Hentford	444	237	53.4	8	3	0.09	2	•	•	359	177	49.3	7	•	•	0	•	•	92	53	75.0
3	Hyde	53	48	90.6	0	•	•	0	•	•	21	50	95.2	-	•	•	0	•	•	31	27	87.1
	Martin	333	293	88.0	0	•	•	0	•	•	177	149	84.2	\$	6	0.09	0	•	•	151	141	93.4
	Northampton	304	213	70.1	0	•	•	0	•	•	247	165	8.99	-	•	•	0	•	•	99	48	85.7
	Elizabeth City/Pasquotank	595	427	71.8	0	•	•	4	•	•	300	187	62.3	4	•	•	3	•	•	284	230	81.0
	Perquimans	691	147	87.0	-	•	•	-	•	•	2	47	73.4	0	•	•	0	•	•	103	<b>8</b> 6	95.1
	Pitt	1,558	1,328	85.2	3	•	•	21	61	90.5	768	976	75.0	59	81	62.1	9	9	0.001	731	902	9.96
7	Tynell	09	48	0.08	0	•	•	7	•	•	25	<u>∞</u>	72.0	3	•	•	0	•	•	30	56	2'96
5	Washington	179	149	83.2	0	•	•	2	•	•	112	œ	9.87	3	•	•	0	•	•	62	58	93.5





These data represent the highest test score of each student for all the test administrations in which the student participated Notes:

<sup>•</sup>Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because an ethnic category may not have been coded on some student answer sheets.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1998 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

(Multiple-Choice and Performance) for the Class of 2004, at End of Grade 9, by LEA and Ethnicity Table 14e. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

Southeast Region

			Total		Ame	American Indian	ian	*	Asian			Black		H	Hispanic		Mult	Multi-Racial		^	White	
		Number Tested		Percent Passing	Number Tested	Number Passing	sing	Number N Tested		Percent N Passing	Number N Tested	I -	Percent Passing	Number N Tested	Number Passing F	Percent No Passing T	Number No Tested P	Number Pe Passing Pa	Percent Nu Passing T	Number N Tested P	Number P Passing P	Percent Passing
Ø	State	102,252	82,613	80.8	195'1	1,121	71.8	1,967	1,522	4.77	30,597	21,334	69.7	3,911	2,019	91.6	895	721	90.6	63,314	55,896	88.3
σ̈	Southeast Region	19,083	15,203	79.7	1,043	710	1.89	220	174	1.62	7,099	4,983	70.2	999	451	67.7	204	173	84.8	9,850	8,712	<b>7</b> .688
8	Bladen	409	562	73.1	7	4	57.1	_	•	•	500	139	66.5	=	2	18.2	0	•	•	181	153	84.5
æ	Brunswick	829	400	85.5	4	•	•	3	•	•	187	148	1.61	4	S	35.7	9	4	2.99	915	546	88.8
J	Carteret	989	630	8.16	3	•		3	•	•	72	54	75.0	91	<u>e</u>	62.5	\$	5	0.001	287	555	94.5
J	Cape Lookout Marine**	49	38	77.6	0	•	•	0	•	•	S	2	40.0	-	•	•	0	•	•	43	35	F.18
J	Columbus	619	437	9.07	38	23	60.5	0	•	•	262	148	\$6.5	٠,	7	40.0	2	•	•	312	263	84.3
>	Whiteville City	231	158	68.4	3	•	•	-	•	•	101	29	62.6	4	•	•	-	•	•	115	88	73.9
J	Craven	1,110	886	89.0	2	•	•	13	12	92.3	363	294	0.18	53	20	0.69	7	9	85.7	969	654	94.0
J	Cumberland	4,471	3,694	82.6	98	89	1.62	68	92	85.4	2,082	1,608	17.2	218	175	80.3	99	28	6.78	066'1	1,709	88.5
۵	Duplin	929	530	78.4	0	•	•	-	•	•	592	184	69.2	7.5	4	54.7	_	•	•	333	304	91.3
5	Greene	299	195	65.2	0	•	•	0	•	•	162	16	56.2	26	15	57.7	0	•	•	Ξ	68	80.2
<b>-</b> Τ	Jones	601	16	83.5	-	•	•	0	•		99	51	78.5	-	•	•	0	•	•	42	40	5.2
1	Lenoir	940	747	79.5	7	•	•	2	•	•	507	375	74.0	23	14	6.09	3	•	•	403	352	87.3
54	New Hanover	1,861	1,575	84.6	00	7	87.5	24	15	62.5	530	376	70.9	23	4	609	13	15	0.001	1,261	1,148	0.16
	Onslow	1,734	1,448	83.5	22	70	6'06	43	34	1.67	408	296	72.5	29	23	85.1	89	25	1 88	1,135	686	87.1
ŭ.	Pamlico	171	146	85.4	0	•	•	-	•	•	48	38	79.2	3	•	•	0	•	•	611	104	87.4
<u></u>	Pender	543	422	1.11	0	•	•	0	•	•	183	120	9:59	15	6	0.09	9	9	50.0	339	290	85.5
<i>F</i>	Robeson	1,980	1,282	64.7	845	558	0.99	7	9	85.7	635	355	55.9	53	01	34.5	<b>∞</b>	7	87.5	455	346	0.97
6	O Sampson	517	511	9.88	6	7	8.77	_	•	•	204	165	6.08	53	14	77.4	2	•	•	308	295	95.8
	Clinton City	204	179	87.7	12	=	7.16	0		•	86	11	9.87	S	7	40.0	2	•	•	87	87	100.0
_	Wayne	155,1	1,119	12.1	-	•	•	31	61	61.3	672	390	58.0	48	28	58.3	21	<u>:</u>	61.9	778	899	85.9
	Wayne Academy**	34	٧.	14.7	0	•	•	0	•	•	34	٧.	14.7	0	•	•	0	•	•	0	•	•

Notes:

'These data represent the highest test score of each student for all the test administrations in which the student participated.

\*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because an ethnic category may not have been coded on some student answer sheets.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

\*Denotes a charter school. For reporting purposes the charter school name has been abbreviated, the complete name can be found in the Appendix.

### (Multiple-Choice and Performance) for the Class of 2004, at End of Grade 9, by LEA and Ethnicity Table 14f. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard

#### Central Region

		Total		Ame	American Indian	lian		Asian			Black		Ξ	Hispanic		Mult	Multi-Racial			White	
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	ent Sing	Number Tested	١.	Percent Passing	Number ?	Number Passing	Percent Passing	Number N Tested I	Number P Passing F	Percent N Passing 7	Nember N Tested F	Number F Passing 1	Percent Passing	Number P	Number Passing 6	Percent Passing
State	102,252	82,613	80.8	1,561	1,121				77.4	30,597	21,334	69.7	3,911	2,019	91.6	895	127	9.08	63,314	968,838	88.3
Central Region	29,644	24,066	81.2	129	113	8.98	069	498	17.1	9,572	6,884	71.9	1,397	099	47.2	371	287	77.4	17,483	15,625	89.3
Alamance-Burlington	1,775	1,465	82.5	9	4	2.99	56	20	76.9	443	326	73.6	136	45	33.1	8	11	94.4	1,146	1,053	616
Lakeside School**	91	0	62.5	-	•	•	0	•	•	=	7	63.6	0	•	•	0	•	•	4	•	•
River Mill Charter**	22	20	6'06	0	•	•	0	•	•	2	•	•	0	•	•	0	•	•	20	18	0.06
Caswell	309	264	85.4	0	•	•	0	•	•	146	115	78.8	\$	7	40.0	3	•	•	155	<u>∓</u>	92.9
Chatham	593	517	87.2	3	•	•	3	•	•	134	601	81.3	64	35	54.7	9	9	100.0	383	362	94.5
Woods Charter**	13	=	84.6	-	•	•	0	•	•	0	•	•	0	•	•	-	•	•	=	6	8.18 8.18
Durham	2,393	1,626	67.9	7	9	85.7	19	42	689	1,279	908	63.0	136	41	30.1	7.	36	1.99	928	969	81.2
Carter Community**	14	7	90.0	0	•	•	0	•	•	14	7	50.0	0	•	•	0	•	•	0	•	
Kestrel Heights**	31	23	74.2	0	•	•	0	•	•	21	91	76.2	0	•	•	2	•	•	<b>oo</b>	7	87.5
Omuteko Gwamaziima**	ν,	3	0.09	-	•	•	0	•	•	4		•	0	•	•	0	•	•	0		•
Franklin	630	531	84.3	0	•	•	4	•	•	267	500	78.3	21	=	52.4	\$	3	0.09	333	305	9716
Granville	619	599	88.2	0	•	•	3	•	•	172	224	82.7	61	4	73.7	9	4	66.7	380	354	93.2
Guilford	5,143	4,340	84.4	37	34	6116	181	121	6.99	1,931	1,461	7.5.7	133	62	59.4	68	89	76.4	2,772	2,577	93.0
Hamett	1,230	1,034	84.1	0	7	8.77	٧.	4	80.0	369	279	75.6	19	20	74.6	20	11	85.0	160	219	1.08
nctonhot	965'1	1,350	84.6	00	7	87.5	3	•	•	349	263	75.4	Ξ	49	44.1	81	7	8.77	1,107	1,014	9.16
Pee	7117	612	85.4	4	•	•	••	<b>∞</b>	0:001	204	091	78.4	82	49	8.65	9	<b>∞</b>	80.0	409	383	93.6
Provisions Academy**	v	2	40.0	0	•	•	0	•	•			•	0	•	•	0	•	•	7	•	•
Nash-Rocky Mount	349	320	7.16	-	•	•	_	•	•	101	16	85.0	28	12	75.0	0	•	•	212	207	97.6
Orange	206	358	70.8	-	•	•	4	•	•	115	11	61.7	4	••	1.78	9	'n	83.3	366	172	74.0
New Century**	9	9	0.09	0	•	•	0	•	•	2	•	•	0	•	•	0	•	•	••	4	90.0
Person	406	346	85.2	2	•	•	0	•	•	140	102	72.9	••	4	50.0	0	•	•	526	2.38	93.0
Randolph	1,320	1,176	89.1	٠,	\$	0.001	•	4	90.0	62	48	17.4	09	37	2.19	<b>∞</b>	7	87.5	1,177	1,075	91.3
Asheboro City	308	258	83.8	-	•	•	0	9	0.09	38	32	84.2	48	28	58.3	<b>∞</b>	'n	62.5	203	187	92.1
Rockingham	1,079	938	86.9	3	•	•	٥.	٥.	100.0	254	204	80.3	30	91	53.3	4	•	•	783	706	90.2
Vance	577	463	80.2	2	•	•	3	•	•	381	285	74.8	۰	_	20.0	4	•	•	182	691	92.9

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These data represent the highest test score of each student for all the test administrations in which the student participated. Notes:

Chapel Hill\Carrboro City is not included due to incomplete data.

Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because an ethnic category may not have been coded on some student answer sheets.

<sup>1999-00</sup> and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years. Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum

<sup>\*\*</sup>Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

Data received from LEAs after Dcc. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section. 2000-01 N.C. Tests of Computer Skills Report

### (Multiple-Choice and Performance) for the Class of 2004, at End of Grade 9, by LEA and Ethnicity Table 14f. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard

Central Region (continued)

		Total		Ame	American Indian	dian	į	Asian			Black		Hi	Hispanic		Multi	Multi-Racial		5	White	
	Number Tested	Number Number Percent Number Number Percent Number Tested Passing Passing Tested Passing Pested	Percent Passing	Number Tested	Number Passing	Number Number Percent Number Tested Passing Passing Tested	l .	Number Passing		Number Number Tested Passing		Percent N Passing 7	Number N Tested P	Number P Passing P	Percent Nu Passing T	Number Percent Number Number Percent Number Number Percent Passing Passing Tested Passing Passing Tested Passing Passing	Number Per Passing Pa	Percent Nu Passing T	Number Nu Tested Pa	Number Pe Passing Pa	Percent Passing
State	102,252	102,252 82,613	80.8	1,561	1,121	71.8		1,522	4.77	30,597 2	21,334	69.7	3,911	2,019	9.18	895	8 127	90.6	63,314 \$	98'83	88.3
Wake	7,730	6,321	8.1.8	15	13	86.7	291	238	8.18	2,197	1,523	69.3	345	140	40.6	11	62 8	80.5	4,805 4	4,345	90.4
J.H. Baker Jr. Charter**	=	2	18.2	0	•	•	0	•.	•	9	_	16.7	<b>~</b>	•	•	0	•		2	•	•
East Wake Academy**	6	7	77.8	0	•	•	0	•	•	-	•	•	0	•	•	0	•	•	∞	7	87.5
Raleigh Charter High **	111	601	93.2	0	•	•	_	•	•	9	9	0.001	0	•	•	0	•		110	103	93.6
Quest Academy**	3	•	•	0	•	•	0	•	• •	0	•	•	0	•	•	0	•	•	~		•
Community Partners**	69	28	84.1	0	•	•	-	•	•	01	9	0.09	4	•		2	•	•	52	46	88.5
Warren	316	212	67.1	20	91	80.0	0	•	•	229	143	62.4	3		•	_		•	63	52	82.5
Wilson	852	069	0.18	-	•	•	6	7	8.77	438	329	1.2.1	32	20	62.5	9	9	100.0	366	327	89.3

'These data represent the highest test score of each student for all the test administrations in which the student participated.

•Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because an ethnic category may not have been coded on some student answer sheets. Notes:

ERIC\*

<sup>1999-00</sup> and Opporter unitaries restens the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Rowan County is not included due to incomplete data.

Chapel Hill/Carrboro City is not included due to incomplete data.

<sup>\*\*</sup>Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section. 2000-01 N.C. Tests of Computer Skills Report

# (Multiple-Choice and Performance) for the Class of 2003, at End of Grade 10, by LEA and Ethnicity Table 15a. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

#### Western Region

		Total		Ame	American Indian	Jian		Asian			Black		Ĩ	Hispanic		Multi-	Multi-Racial		White	ite	
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number 1 Tested	Number Passing	Percent N Passing	Number N Tested P	Number Pe Passing Pa	Percent Nur Passing Te	Number Nur Tested Pas	Number Percent Passing Passing	Percent Number Passing Tested	ber Number ed Passing	ber Percent ing Passing	ing ign
State	85,592	76,964	6.68	1,068	921	86.2	1,778	1,474	82.9	24,137	20,010	82.9	1 966,2	7 167,1	72.2 691		615 89.0	0 55,521	52,213		0.1.0
Western Region	96£'9	6,001	93.8	\$2	23	94.5	25	8 <del>.</del>	92.3	356	298	83.7	122	8	, 0.89	4	5	100.0 5,767	67 5,476		95.0
Buncombe	1,642	1,535	93.5	6	6	100.0	<u>se</u>	4	77.8	9/	58	.76.3	26	61	73.1	7	7 10	100.00	1,428		94.8
Asheville City	295	197	88.5	0	•	•	7	•	•	88	99	76.5	œ	٧.	62.5	3	•	197	7 186		94.4
Cherokee	242	227	93.8	7	•	•	-	•	•	9	9	0.001	4	•	•	2	•	, 227	7 212		93,4
Clay	104	86	94.2	0	•	•	0	•	•	0	•	•	0	•	•	-	•	103	3 97		94.2
Graham	72	99	90.3	7	•	•	0	•	•	0	•	•	0	•	•	0	•	0,	2		91.4
Haywood	523	495	94.6	7	•	•	0	•	•	6	6	0.001	6	9	2.99	8	•	200	0 475		95.0
Henderson	864	814	94.2	0	•	•	9	0	0.001	44	41	93.2	46	27	58.7	13	13 10	100.0 751	1 723		6.3
Jackson	265	248	93.6	91	15	93.8	0	•	•	E	•	•	7	•	•	0	•	244	4 228		93.4
Macon	256	237	97.6	0	•	•	7	•	•	0	•	•	7	•	•	_	•	251	1 232		92.4
Madison	157	149	94.9	-	ÿ	•	0	•	•	0	•	•	0	•	•	0	•	156	6 148		94.9
McDowell	426	404	94.8	0	•	•	91	91	0.001	82	91	6.88	7	•	•	_	•	389	9 370		95.1
Mitchell	171	<u>16</u>	95.9	0	•	•	0	•	•	0	•	•	7	•	•	_	•	168	8 161		8.26
Polk	157	157	0.001	-	•	•	0	•	•	<u>o</u>	01	0.001	4	•	•	2	•	140	0 140		0.001
Rutherford	632	588	93.0	0	•	•	7	•	•	82	69	84.1	=	9	54.5	<b>~</b>	•	533	3 507		95.1
Thomas Jefferson**	9	0	0.001	0	•	•	0	•	•	0	•	•	0	•	•	7	•	•	•	0	0.001
Swain	011	101	8.16	22	21	95.5	-	•	•	0	•	•	0	•	•	_	•	98	378		7.06
Transylvania	287	712	5'96	0	•	•	0	•	•	61	11	89.5	4	•	•	3	•	261	1 254		67.3
Yancey	183	171	93.4	0	•	•	0	•	•	4	•	•	7	•	•	0	•	771	7 165		93.2

Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section. 2000-01 N.C. Tests of Computer Skills Report



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These data represent the highest test score of each student for all the test administrations in which the student participated. Notes:

<sup>\*</sup>Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets. 1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

\*\*Denotes a charter school. For reporting purposes the charter school name has been abbreviated, the complete name can be found in the Appendix.

# (Multiple-Choice and Performance) for the Class of 2003, at End of Grade 10, by LEA and Ethnicity Table 15b. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

#### Northwest Region

		Total		¥.	A moricon Indion			Asian			Black		Ξ	Hispanic		Multi	Multi-Racial		^	White	ı
ı	Number	Number	Percent Passing	Number	Number Passing	en t	Number P	l .	Percent N Passing	Number N Tested P		Percent N Passing	Number N Tested P	_	Percent Ne Passing T	Number No Tested Pa	Number Por Passing P	Percent Nu Passing T	Number N Tested P	Number Passing P	Percent Passing
100	85.592	76.964	89.9	1,068	921								1,396	1,731	72.2 6	) 169	8 519	89.0	55,521	52,213	94.0
Nurthwest Region	13,396	12,289	91.7	6	91	84.2	326	283	86.8	1,865	1,546	82.9	393	258	97.9	98	82	90.7	10,701	10,108	4.46
	,	;	3	-	•	•	ž	7	1 16	<u>6</u>	<u>sc</u>	94.7	۰	m	0.09	0	•	•	322	308	95.7
Alexander	362	105	0.07		•	•	<u>:</u>	. •	•	: 0	•	•	4	•	•	0	•	•	105	102	97.1
Allegnany	, 55	230	5 70	, c	•	•		•	•	2	•	•	9	<b>~</b>	83.3	_	•	•	244	231	94.7
Asne	667	, O91	96.4		•	•	. 0	•		_	•	•	_	•		0	•	•	164	159	97.0
Avery Crossnore Academy**	<u>8</u> %	4	80.0	. 0	•	•	0	•	•	0	•	•	0	•	•	0	•		v.	4	0'08
Burke	. 36	897	93.0	0	•	•	68	22	94.4	19	53	6'98	56	22	84.6	7	7	0.001	782	131	93.5
Coldwell	787	733	93.7	4	•	•	6	<b>∞</b>	88.9	52	46	88.5	13	6	69.2	S	4	0.08	669	664	95.0
Catawha	1 141	1.017	89.1	7	•	•	8/	29	85.9	92	89	9.77	34	22	64.7	4	•	•	947	864	91.2
Hickory City	280	231	82.5	0	•	•	15	••	53.3	11	53	74.6	4	9	42.9	~	4	0.08	175	091	91.4
Mandan Conover City	195	183	93.8	-	•	•	0	01	0.001	24	21	87.5	61	13	63.2	_	•	•	140	138	986
Desidon	(2)	1777	63.1	4	•	•	=	01	6.06	38	30	78.9	12	00	1.99	2	•		1,305	1,224	93.8
Levingon City	151	120	79.5	0	•	•	13	6	75.0	89	<b>\$</b> 6	82.4	12	S	41.7	3	•	•	99	48	85.7
Thomasville City	128	107	83.6	0	•	•	9	4	66.7	63	15	81.0	7	3	42.9	-	•	•	<u>≥</u>	48	94.1
diameter of the state of the st	107	405	6 96	0	•	•	-	•	•	47	42	89.4	<b>oo</b>	9	75.0	2		•	363	354	97.5
Davie O William Colomb	134	2 583	903	, en	•	•	30	25	83.3	941	808	85.5	66	99	1.99	14	38	7.26	1,747	1,646	94.2
Winston-Salentroisym	170,2	} •	0.0	. 0	•	•	0	•	•	36	0	0.0	0	•	•	0	•	•	_		•
Litt Academy  Tredell-Statesville	1.134	1:031	6.06	_	•	•	28	23	82.1	205	170	82.9	30	11	26.7	7	•		898	818	94.2
Mooresville City	304	247	81.3	0	•	•		•	•	15	34	2.99	-	•	•	c			249	500	83.9
Stokes	\$10	494	6'96	0	•	•	-	•	•	61	61	0'001	6	∞	6.88	4	•	•	477	462	6'96
Surry	513	482	94.0	-	•	•	9	ν.	83.3	61	8	94.7	. 38	25	8.29	3	•		446	430	96.4
Elkin City	89	63	92.6	0	•	•	0		•	2	•	•	4	•	•	0			62	20	95.2
Mount Airy City	152	147	6.7	0	•	•	9	9	100.0	13	01	6.92	4	•	•	-			128	126	98.4
Wednest Cary	121	363	97.8	_	•	•	2	•	•	Э	•	•	-	•		-	•		363	355	97.8
walauga	123	089	94.1	_	•	•	4	•	•	39	39	0.001	22	13	54.5	0	•		657	929	95.3
w ilkes	161	377	95.9	0	•	•	0	•	•	15	4	93.3	24	81	75.0	E.	•	•	351	342	97.4
Yaukiii	,	;																			

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Notes:

'These data represent the highest test score of each student for all the test administrations in which the student participated.

\*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets. 1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

••Denotes a charter school. For reporting purposes the charter school name has been abbreviated, the complete name can be found in the Appendix.



# (Multiple-Choice and Performance) for the Class of 2003, at End of Grade 10, by LEA and Ethnicity Table 15c. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

#### Southwest Region

		Total		Ame	American Indian	ian		Asian			Black		H	Hispanic		Mult	Multi-Racial		>	White	į
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	ent	Number Tested	Number F Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number   Tested	Number Passing	Percent N Passing	Number N Tested P	Number P	Percent Ne Passing T	Number N Tested P	Number Po	Percent Passing
State	85,592	76,964	6.68	1,068	921	86.2	1,778	1,474	82.9	24,137	20,010	82.9	2,396	1,731	77.7	169	8 519	89.0	\$5,521	52,213	94.0
Southwest Region	18,203	16,306	9.68	124	011	88.7	810	428	83.9	5,203	4,321	83.0	820	406	71.2	92	92	82.6	11,703	10,965	93.7
Anson	309	269	87.1	0	•	•	<b>~</b>	<b>~</b>	100.0	184	149	81.0	-	•	•	2	•	•	117	13	9.96
Cabarrus	1,361	1,248	7.16	8	4	0.08	13	6	69.2	160	133	83.1	23	7	51.9	7	9	85.7	1,149	780,1	94.2
Kannapolis City	228	219	1.96	-	•	•	9	٧٠	83.3	18	78	96.3	7	9	85.7	2	•	•	131	127	6 96
Cleveland	504	479	95.0	0	•	•	-	•	•	101	95	80 80 80	4	•	•	2	•		390	377	6.7
Kings Mountain	311	304	7.79	-	•	•	=	Ξ	100.0	79	78	7.86	9	9	0.001	4	•	•	210	204	97.1
Shelby City	188	170	90.4	0	•	•	-	•	•	83	67	81.7	0	•	•	0	•		105	102	97.1
Gaston Gaston	2,055	1,855	90.3	2	•	•	28	28	100.0	387	309	8.62	48	36	75.0	12	13	0.001	1,578	1,468	93.0
· Hoke	336	287	85.4	31	56	83.9	85	4	0.08	174	139	6.67	11	91	94.1	7	7	0.001	102	95	93.1
Lincoln	713	636	89.2	2	•	•	4	•	•	99	51	78.5	44	28	9.69	8	4	80.0	592	548	92.6
Charlotte/Mecklenburg	6,613	5,962	90.2	25	22	88.0	337	280	83.1	2,572	2,182	84.8	592	195	72.5	22	91	7.2.7	3,388	3,267	96.4
Kennedy Charter**	9	e	90.0	0	•	•	0	•	•	4	•	•	0	•	•	0	•	•	7	•	•
Montgomery	301	279	92.7	0	•	•	91	14	87.5	84	70	83.3	61	91	84.2	0	•	•	182	179	98.4
Moore	727	640	88.0	9	'n	83.3	s	8	100.0	171	142	83.0	81	4	77.8	9	4	2.99	521	470	90.2
Richmond	260	516	92.1	7	•	•	01	7	70.0	220	161	89.5	6	9	2.99	7	•	•	317	302	953
Scotland	411	360	9.78	9	38	95.0	\$	4	0.08	184	152	82.6	e	•	•	3	•	•	176	162	92.0
Laurinburg**	22	0	0.0	0	•	•	0	•	•	21	0	0.0	0	•	•	0	•	•	_	•	•
Laurinburg Homework**	91	13	81.3	3	•	•	0	•	•	٧.	4	80.0	0	•	•	0	•	•	••	9	75.0
Stanly	404	699	94.4	7	•	•	27	22	81.5	103	87	84.5	7	9	85.7	7	•	•	268	550	8.96
Union	1,486	1,423	8.26	-	•	•	13	12	92.3	247	217	87.9	47	39	83.0	=	<b>oc</b>	72.7	1.167	1,146	98.2
81																		٠			



These data represent the highest test score of each student for all the test administrations in which the student participated. Notes:

Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets. 1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years. Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum. Rowan County is not included due to incomplete data.

<sup>••</sup> Denotes a charter school. For reporting purposes the charter school name has been abbreviated, the complete name can be found in the Appendix.

Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDP! Division of Accountability Services/Testing Section. 2000-01 N.C. Tests of Computer Skills Report

# (Multiple-Choice and Performance) for the Class of 2003, at End of Grade 10, by LEA and Ethnicity Table 15d. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

#### Northeast Region

			Total		Ame	American Indian	lian		Asian			Black		H	Hispanic		Multi	Multi-Racial		7	White	ı
	1	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	ent sing	Number 7	1.	Percent   Passing	Number 1 Tested	Number Passing	Percent Passing	Number Tested	Number P Passing F	Percent Ni Passing T	Number Nu Tested Pa	Number Per Passing Pa	Percent Nu Passing T	Number N Tested P	Number Passing P	Percent Passing
	State	85,592	76,964	89.9	1,068	921	86.2	1,778	1,474	82.9	24,137	20,010	82.9	2,396	1,731	72.2 6	9 169	615 89	89.0	55,521 5	52,213	0.1.0
	Northeast Region	8,950	5,354	90.0	31	31	100.0	9	37 ·	92.5	2,997	2,531	84.5	<b>\$</b> :	<b>&amp;</b>	8.18	20	81	0.06	2,807	2,692	95.9
	Beaufort	203	473	93.3	0	•	•	7	•	•	209	<u></u>	9.98	4	•	•	0	•	•	292	286	979
	Bertie	242	200	82.6	0	•	•	0	•	•	193	091	82.9	0	•	•	_	•	•	48	30	81.3
	Camden	16	98	94.5	0	•	•	0	•	•	9	14	87.5	-	•	•	0	•	•	74	11	6.56
	Edenton/Chowan	961	187	95.4	_	•	•	-	•	•	83	78	94.0	0	•	•	0		•	Ξ	<b>8</b> 01	97.3
	Currituck	219	212	8.96	2	•	•	2	•	•	23	21	91.3	4	•	•	2	•	•	<b>98</b> 1	<u>=</u>	97.3
	Dare	338	312	92.3	-	•	•	-	•	•	15	15	100.0	01	7	70.0	2	•	•	309	287	92.9
	Edgecombe	808	435	85.6	0	•	•	-	•	•	290	235	0.18	••	'n	62.5	3	•	•	506	192	93.2
	Gates	162	156	96.3	0	•	•	2	•	•	79	74	93.7	-	•	•	0	•	•	08	70	8'86
	Halifax	414	378	91.3	23	23	0.001	0	•	•	378	342	\$:06	-	•	•	2		•	2	01	0.001
	Roanoke Rapids City	166	192	96.5	-	•	•	9	9	0.001	46	41	1.68	_	•	•	0	•		145	143	9.86
	Weldon City	99	24	8.18	0	•	•	0	•	•	2	52	81.3	0	•	•	_	•	•	_		•
	Henford	586	226	78.2	-	•	•	0	•	•	519	<u>16</u>	74.9	2	•	•	-		•	99	58	87.9
60	<sub>фун</sub>	41	39	95.1	0	•	•	0	•	•	24	23	8.26	0	•	•	0	•		11	91	94.1
	Martin	321	306	95.3	-	•	•	0	•	•	171	159	93.0	\$	4	80.0	0	•		144	142	98.6
	Northampton	727	135	59.5	0	•	•	Ō	•	•	187	100	53.5	0	•	•	_	•		39	33	87.2
8	Elizabeth City/Pasquotank	475	429	90.3	Ō	•	•	3	•	•	222	189	85.1	4	•	•	_	•	•	245	232	94.7
32	Perquimans	124	122	98.4	0	•	•	0	•	•	57	<b>S</b> 6	98.2	_	•	•	0	•	•	99	99	98.5
)	Pitt	1,302	1,202	92.3	-	•	•	21	20	95.2	572	495	86.5	12	6	75.0	9	8	83.3	069	672	97.4
	Tynell	09	<b>2</b> 6	93.3	0	•	•	0	•	•	59	56	89.7	-	•	•	0	•	•	30	59	7.96
	Washington	691	154	91.1	0	•	•	-	•	•	120	901	88.3	0	•	•	0	•		48	41	97.9

These data represent the highest test score of each student for all the test administrations in which the student participated. Notes:



<sup>•</sup>Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

••Denotes a charter school. For reporting purposes the charter school name has been abbreviated, the complete name can be found in the Appendix.

# (Multiple-Choice and Performance) for the Class of 2003, at End of Grade 10, by LEA and Ethnicity Table 15e. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

#### Southeast Region

		Total		Ame	American Indian	lian	7	Asian		1	Black		H	Hispanic		Multi-	Multi-Racial		*	White	1
•	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent N Passing	Number N Tested F	Number P Passing P	Percent N Passing 1	Number N Tested P	Number P Passing F	Percent N Passing 1	Number N Tested P	Number Pe Passing Pa	Percent Nur Passing Te	Number Nur Tested Pas	Number Per Passing Pas	Percent Nur Passing Te	Number Nu Tested Pa	Number Per Passing Pa	Percent Passing
State	85,592	76,964	6.68	1,068	921	86.2	1,778	1,474	82.9 2	24,137 2	20,010	82.9 2.	1,396	7 187.1	72.2 691		0.68 \$19		55,521 52	52,213	94.0
Southeast Region	15,590	13,901	89.2	757	625	84.8	185	<u>3</u>	86.5	, 829's	4,657	82.7	482	401	83.2	197	6 181	8 6.19	8,361 7	7,877	94.2
Bladen	362	293	6.08	-	•	•	0	•	•	174	128	73.6	4		•	_	•	•	182	191	88.5
Brunswick	159	602	92.5	7	9	85.7	3	•	•	177	162	5.19	9	5	83.3	2		•	456	424	93.0
Carteret	620	595	0.96	2	•	•	2	•	•	52	47	90.4	13	6	69.2	2		•	549	533	1.76
Cape Lookout Marine**	26	25	96.2	0	•	•	0	•	•	2	•	•	0	•		_	•	•	23	23	0.001
Columbus	510	426	83.5	22	61	86.4	0	•	•	230	171	74.3	2	•	•	_	•	•	255	234	8.16
Whiteville City	215	162	75.3	7	•	•	0	•	•	06	49	54.4	2	•	•	0	•	•	121	01.1	6706
Craven	696	168	92.5	٣	•	•	=	6	8.18	312	279	89.4	23	81	78.3	=	11	0.001	603	172	94.7
Cumberland	3,688	3,286	1.68	89	99	88.2	7.5	11	94.7	1,666	1,422	85.4	316	187	9.98	7.2	6 99	1 2.16	1,591	,480	93.0
Duplin	529	464	7.78	0	•	•	0	•	•	201	152	15.6	38	30	78.9	_	•	•	289	281	97.2
Greene	206	187	8.06	0	•,	•	-	•	•	601	94	86.2	4	•	•	_	•	•	16	87	93.6
Jones	101	95	88.8	0	•	•	0	•	•	69	09	87.0	2	•	•	0	•	•	36	34	91.4
Lenoir	655	592	90.4	0	•	•	۳	•	•	305	264	9.98	••	<b>∞</b>	100.0	_		•	338	317	93.8
New Hanover	1,500	1,388	92.5	5	4	80.0	24	61	79.2	369	312	84.6	=	7	63.6	25	22 8	88.0	1,066	.024	96.1
Onslow	1,470	1,369	93.1	4	4	0.001	30	27	0.06	364	321	88.2	53	48	9.06	49	46 9	93.9	096	913	95.1
Pamlico	156	146	93.6	7	•	•	0	•	•	25	47	85.5	0	•	•	0	•		66	76	0.86
Pender	420	373	88.8	_	•	•	0	•	•	135	109	80.7	7	4	57.1	<b>.</b>	•	•	274	256	93.4
Robeson	1,447	1,197	82.7	597	200	83.8	00	\$	62.5	502	396	78.9	<u>8</u>	4	77.8	3		•	319	279	87.5
Sampson	478	458	95.8	7	7	100.0	-	•	•	139	132	95.0	32	26	81.3	5	) 1	0.001	294	287	97.6
Clinton City	991	158	95.2	8	•	•	-	•	•	75	72	0.96	<b>∞</b>	\$	62.5	0			79	11	97.5
Wayne	1,408	1,189	84.4	6	•	•	26	61	73.1	280	434	73.6	34	53	85.3	61	91	84.2	736	689	93.6
Wayne Academy**	13	\$	38.5	0	•	•	0	•	•	12	s	41.7	_	•	•	0	•	•	0	•	•

Notes



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Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets. These data represent the highest test score of each student for all the test administrations in which the student participated.

<sup>1999-00</sup> and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years. Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section. 2000-01 N.C. Tests of Computer Skills Report \*Denotes a charter school. For reporting purposes the charter school name has been abbreviated, the complete name can be found in the Appendix.

# (Multiple-Choice and Performance) for the Class of 2003, at End of Grade 10, by LEA and Ethnicity Table 15f. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

#### Central Region

		Total		Ame	American Indian	lian		Asian			Black		1	Hispanic		Mu	Multi-Racial	اً		White	١
1	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	ii e	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	85,592	76,964	89.9	1,068	921	86.2	1,778	1,474	82.9	24,137	20,010	82.9	2,396	1,731	17.1	169	\$19	89.0	128'88	\$2,213	0.10
Central Region	26,057	23,113	88.7	102	84	85.3	\$99	818	77.9	8,088	6,657	82.3	477	538	69.5	252	218	86.5	16,176	15,095	93.3
	1 374	300 1	016	o	,	. 77.8	74	7	40.8	338	301	1.68	\$6	38	67.9	7	7	100.0	940	915	97.3
Alamance-burnington	*/c'	697.1	· .	` `		•	; <		•	-	•	•	0	•	•	0	•	•	3	•	•
Lakeside School	<b>ਰ</b> ∶	• ;	,	> <				•	•		•	•		•	•	c	•	•	5	15	0.001
River Mill Charter**	9 ;	9	0:001	<b>-</b>			- 0	•	•	- 1	8	86.1	· -	•	•	2	•	•	122	111	6.56
Caswell	241	219	6.06	<b>-</b>			- °	. 4	75.0	2 -	£ 2	2 88	. 92	24	92.3	. ~	<b>~</b>	100.0	317	308	97.2
Chatham	469	443	94.5	<b>-</b>	•	•	o <	•	? •	<u>:</u> -	•	•	2 0		•	. 0	•	•	91	91	0.001
Woods Charter**	11	4	0.001	o •	, ,		> ;	, ,	. 02	- 613	478	717	, <u>&amp;</u>	77	33.88	. 45	14	1.16	834	(83	81.9
Durham	618.1	1,362	74.9	4	•		4 4 (	<u>.</u>		7,	2	•	3 <		•	: c	: •	•	, vc	٧.	83.3
Kestrel Heights**	6	7	77.8	0	•	•	0	•	•	n (			<b>-</b>	•	•		•	•	, ,	· •	•
Omuteko Gwamaziima**	7	•	•	0	•	•	0	•	•	7	• !	•	0 (	• •	, ,	<b>5</b> 1	, ,		0 0	וטנ	7 70
Franklin	513	485	94.5	4	•	•	2	•	•	194	176	7.06	00	7	87.5	1	٠ ٠	85.7	298	F 5	7.16
Granville	475	447	94.1	-	•	•	3	•	•	176	191	91.5	<b>∞</b>	9	75.0	4	•	•	283	272	7.06
Guilford	4,234	3,866	91.3	22	20	6.06	061	142	74.7	1,461	1,275	87.3	68	09	67.4	28	49	84.5	2,414	2,320	- 96 - 1
Hamett	1,088	1,009	7.76	9	9	100.0	•	9	75.0	331	291	87.9	46	37	80.4	13	13	0'001	684	959	95.9
	1,162	101,1	94.8	2	•	•	٠	٧.	100.0	213	061	89.2	<b>2</b> 6	45	80.4	6	6	100.0	817	850	6'96
1.66	\$22	490	93.9	٣	•	•	9	9	100.0	127	011	9.98	22	46	88.5	6	•	•	331	324	6'26
Nash-Rocky Mount	2.144	1.880	87.7	6	6	0.001	25	22	88.0	1,208	866	82.6	35	28	80.0	13	. 12	92.3	854	811	95.0
Orange	407	219	53.8	2	•	•	'n	0	0.0	98	42	48.8	7	4	57.1	m	•	•	304	170	55.9
New Century**	33	27	81.8	0	•	•	0	•	•	ν.	6	0.09	-	•	•	-	•	•	56	22	84.6
Person	372	324	87.1	0	•	•	-	•	•	121	92	0.97	æ	•	•	0	•	•	247	231	93.5
Randolph	1,122	1,049	93.5	s	4	80.0	9	e	90.0	55	49	1.68	39	27	69.2	e.	•	•	1,014	963	95.0
Asheboro City	172	255	94.1	2	•	•	7	4	57.1	4	37	90.2	91	14	87.5	-	•	•	204	161	9.96
Rockingham	1,023	959	93.7	4	•	•	٧٠	8	0.001	207	187	90.3	22	21	95.5	9	9	0.001	417	737	97.6
Vance	456	404	88.6	2	•	•	m	•	•	289	248	82.8	7	4	57.1	s	ν.	0.001	150	143	95.3
Wake	6,347	5,678	89.5	91	13	81.3	197	222	85.1	1,467	1,180	80.4	891	121	72.0	51	4	71.9	4,378	4,101	93.7
J.H. Baker Jr. Charter**	9	-	16.7	0	•	•	0	•	•	٠,	0	0.0	0	•	•	0	•	•	_	•	•
Raleigh Charter High	100	95	95.0	0	•	•	-	•	•	~	4	80.0	0	•	•	-	•	•	83	<b>6</b>	95.7
Notes: 'These data represent the highest test score of each student for all the test administrations in which the student participated.	resent the high	iighest test score of each student for all the test administrations in w	ore of each	student for	all the test a	1ministration	ıs in which	iich the student participated.	participate	ا ا						-	100				

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Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets. These data represent the highest test score of each student for all the test administrations in which the student participated.

1999-00 and 2000-01 data use membership as the denominator rather than lotal number tested as was used in previous years. Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Chapel Hill\Carrboro City is not included due to incomplete data.

••Denotes a charter school. For reporting purposes the charter school name has been abbreviated, the complete name can be found in the Appendix.

Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section. 2000-01 N.C. Tests of Computer Skills Report



# (Multiple-Choice and Performance) for the Class of 2003, at End of Grade 10, by LEA and Ethnicity Table 15f. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

#### (continued) Central Region

		Total		Ame	American Indian	dian		Asian			Black		H	ispanic		Multi	-Racial		Wh	ite
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Number Percent Number Number Percent Number Number Percent Number Number Tested Passing Passing Tested Passing Passing Tested Passing Passing Tested Passing Passing Tested Passing Passing Tested Passing Passing Tested Passing Passing Tested Passing Passing Tested Passing Passing Passing Tested Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number 1	Percent Number Number Percent Number Number Percent Number Number Percent Passing Tested Passing Tested Passing Lested Passing Lested Passing Lested Passing Lested Passing Lested Passing Lested Leavening Lested Leavening Lested Leavening Leavenin	imber Ne	ımber Per ıssing Pa	rcent Nun ssing Te	nber Num	ber Perc ing Pas
State	85,592	76,964	89.9	1,068	921	86.2	1,778	1,474	82.9	24,137	20,010	82.9	3,396	1,731	72.2 6	9	88 \$19	89.0 55,	55,521 52,213	113 94.0
	•	•	9	•	•	•	c	•	•	•	•	•	-	•	•	-	•	•		=
Warren	237	· 99	2002	9 9		80.0		•	. •	891	101	63.7		•	•	· –	•	•	. 5	7.78 0
Wilson	871	729	83.7	_	•	•	•	4	66.7	454	360	79.3	31	11	54.8	4	•	•	375 34	344 91.7

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\*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

These data represent the highest test score of each student for all the test administrations in which the student participated

Notes:

Chapel Hill/Carrboro City is not included due to incomplete data.

••Denotes a charter school. For reporting purposes the charter school name has been abbreviated, the complete name can be found in the Appendix.

Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section. 2000-01 N.C. Tests of Computer Skills Report

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### (Multiple-Choice and Performance) for the Class of 2002, at End of Grade 11, by LEA and Ethnicity Table 16a. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

#### Western Region

Number         Particular Particular Institution         Particular Particular Institution         Particular Particular Institution         Particular Particula				Total		V mor	Amorican Indian	2	₹	Asian			Black		Ŧ	Hispanic		Multi	Multi-Racial		*	White	1
1,632         65,978         9.11         830         1,441         89.6         1,551         1,374         88.6         18,969         16,497         87.0         1,649         87.8         1,690         1,590         87.8         1,198         83.2         538           1,570         5,413         94.0         58         55         94.8         49         1,51         190         87.8         190         70         77         41         190         87.8         190         70         77         41         190         87.8         190         70         77         41         70			Number Tested	Number Passing	Percent Passing	Number Tested	5	cent	'I	[			Ī		Yumber P				Number Po	Percent Ni Passing T	Number N Tested P	Number P Passing F	Percent Passing
1,576         5,413         940         58         48         40         83.3         352         309         87.8         80         70         87.5         41           1,576         5,413         940         58         55         94.8         48         40         83.3         350         87.8         80         70         87         41         70	Ø	State	71 603	64 078		08.80			1.551				16,497		699'1					90.7	48,046	45,487	94.7
1,529         1,400         91.6         3         •         12         12         100         82         64         78.0         22         17         77.3         15           240         225         92.0         0         •         3         •         •         4         •         1         5         5         100.0         3           240         225         93.8         5         4         80.0         0         •         4         •         1         6         7         100.0         3         1         •         1         1         •         0         9         1         •         1         1         •         0         0         •         0         0         •         0         0         •         0		Western Region	5,760	5,413	94.0	<b>8</b>	<b>8</b>		48		_		309	87.8	<b>8</b>	70	87.5	<b>∓</b>	33	80.5	5,181	4,906	94.7
1,529         1,400         91.6         3         •         12         12         100         82         64         780         22         17         773         15           244         252         92.0         0         •         3         •         •         4         61         84.7         5         5         100         3           240         225         93.8         5         4         80.0         0         •         6         6         6         7         1         •         6         9         9         1         •         6         6         9         1         •         6         9																							
244         252         920         0         •         3         •         7         61         84.7         5         5         9           240         225         938         5         4         800         0         •         4         •         9         1         •         9		Buncombe	1.529	1,400	91.6	e	•	•	12	12	0.001	82	2	78.0	22	11	77.3	15		0.09	1,395	1,295	92.8
240         255         93.8         5         4         80.0         0         4         6         7 <td< th=""><th></th><td>Asheville City</td><td>274</td><td>252</td><td>92.0</td><td>0</td><td>•</td><td>•</td><td>3</td><td>•</td><td>•</td><td>72</td><td>19</td><td>84.7</td><td><b>.</b></td><td>\$</td><td>100.0</td><td>3</td><td>•</td><td></td><td>161</td><td>081</td><td>94.2</td></td<>		Asheville City	274	252	92.0	0	•	•	3	•	•	72	19	84.7	<b>.</b>	\$	100.0	3	•		161	081	94.2
102         180         98.0         1         •         0         •         0         •         1         •         1         •         1         •         1         •         1         •         1         •         1         •         1         •         1         •         1         •         1         •         •         0         •         •         0         •         •         0         •         •         0         •         •         0         •         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         0         •         0         0         •         0         0         •         0         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •<		Cherokee	240	225	93.8	٠,	4	80.0	0	•	•	4	•	•	-	•	•	2	•		228	214	93.9
59         58         98.3         7         7         100.0         0         •         0         0         •         0         0         •         0		Clav	102	001	0.86	-	•	•	0	•	•	0		•	-	•	•	0			100	86	0.86
472         442         93.6         0         •         4         •         10<		Graham	29	28	98.3	7	7	0.001	0	•	•	0		•	0	•	•	0		•	52	15	1.86
708         686         969         0         •         10         7         700         43         42         97.7         22         20           236         228         96.6         20         19         95.0         2         •         9         3         •         9         2         9		Havwood	472	442	93.6	0	•	•	4	•	•	01	0	0.001	01	01	100.0	3	•	•	445	417	93.7
236         228         96.6         20         19         95.0         2         4         9         3         9         2         2         9           146         137         93.8         0         •         •         4         •         0         •         1         1         1         1         1         1         1         1         1         1         1         1         1         0         •         0         0         •         0         0         •         0         0         •         0         0         •         0         0         •         0         0         •         0         0         •         0         0         •         0         0         •         0         0         •         0         0         •         0         0         •         0         0         •         0         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •		Henderson	108	989	6'96	0	•	•	01	7	0.07	43	42	7.76	22	20	6.06	<b>∞</b>	<b>oo</b>	0.001	625	609	97.4
272         259         95.2         0         •         4         •         9         9         •         1         •         9         •         9         •         9         •         9         •         9         •         9         •         9         •         9         9         •         9<		Jackson	236	228	9.96	20	61	95.0	2	•	•	٣	•	•	2	•	•	е	•	•	506	200	97.1
146         137         93.8         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •         0         •         1         1         1         1         0         0         1         0<		Macon	272	259	95.2	0	•	•	4	•	•	æ	•	•	-	•	•	-	•	•	263	251	95.4
321         300         93.5         0         •         8         7         87.5         14         14         100.0         1         •           173         167         96.5         0         •         1         •         1         •         3         •         3         •         3         •         3         •         9         3         •         9         5         7         1         0 <th></th> <td>Madison</td> <td>146</td> <td>137</td> <td>93.8</td> <td>0</td> <td>•</td> <td>•</td> <td>146</td> <td>137</td> <td>93.8</td>		Madison	146	137	93.8	0	•	•	0	•	•	0	•	•	0	•	•	0	•	•	146	137	93.8
173         167         96.5         0         •         1         •         1         •         1         •         3         •         3         •         15         12         80.0         4         •         9            534         505         94.6         0         •         •         3         •         •         80         74         92.5         5         5           112         109         97.3         20         19         95.0         0         •         1         •         1         •         1         •         1         •         1         •         1         •         1         •         1         •         1         •         1         •         1         •         1         •         1         •         •         1         •         •         1         •         •         1         •         •         1         •         •         0         •         •         0         •         •         1         •         •         1         •         •         1         •         •         1         •         •         1         •         •		McDowell	321	300	93.5	0	•	•	90	7	87.5	14	14	0.001	-	•		2	•	•	296	772	93.6
149     138     92.6     0     •     •     1     •     15     12     80.0     4     •       534     505     94.6     0     •     •     3     •     80     74     92.5     5     5       112     109     97.3     20     19     95.0     0     •     1     •     1     •     1     •     1       276     258     93.5     1     •     0     •     2     •     2     •     2     •     2		Mitchell	173	191	96.5	0	•	•	-	•	•	-	•	•	es.	•	•	0	•	•	168	162	96.4
534       505       94.6       0       •       •       3       •       80       74       92.5       5       5         112       109       97.3       20       19       95.0       0       •       1       •       1       •       1       •       1       •       1       •       1       •       1       •       1       •       1       •       0       •       1       •       0       •       1       •       0	6		149	138	92.6	0	•	•	-	•	•	15	12	0.08	4	•	•	2	•	•	127	121	95.3
112 109 97.3 20 19 95.0 0 • • 1 • • 276 258 93.5 1 • • 0 • • 22 18	54		534	505	94.6	0	•	•	3	•	•	80	74	92.5	\$	\$	100.0	_		•	445	423	95.1
276 258 93.5 1 · · · 0 · · 22 18			112	601	97.3	70	61	95.0	0	•	•	-	•	•	-	•	•	-	•	•	68	00 00	98.9
0	8	T contract	37.	258	93.5	-	•	•	0	•	•	22	81	81.8	0	•		0	•	•	253	239	94.5
	6	ransylvania Yancey	157	149	94.9	_	•	•	0	•	•	2	•	•	2	•	•	0	•	•	152	144	94.7



<sup>\*</sup>Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets. 'These data represent the highest test score of each student for all the test administrations in which the student participated. Notes:

<sup>1999-00</sup> and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

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••Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

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### (Multiple-Choice and Performance) for the Class of 2002, at End of Grade 11, by LEA and Ethnicity Table 16b. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

#### **Northwest Region**

~ RIC		Total		Ame	American Indian	<u>s</u>		Asian			Black		His	Hispanic		Multi-Racial	acial		White	
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	rcent	Number Tested	L	Percent Passing	Number 7	l	Percent N Passing	Number Nu Tested Pa		Percent Number Passing Tested	ted Passing	ber Percent ing Passing	it Number	Number Passing	Percent Passing
State	71,603	65,978	92.1	830	744	9.68	1,551	1,374	98.6	18,969	16,497	87.0	1,669					48,046	15,487	94.7
Northwest Region	11,486	10,730	93.4	91	15		304	. 763	86.5	1,635	1,413	_					92.9		8,779	95.4
Alexander	359	347	7.96	0	•	•	7	\$	71.4	1.1	-	0.001	4		•	•	•	331	322	97.3
Alleghany	82	<del>-</del> 8	8.8	0	•	•	0	•	•	7	•	•	-		•	•	•	79	8/	98.7
Ashe	204	202	0.66	0	•	•	0	•	•	0	•	•	2	•		•	•	201	661	0.66
Avery	127	127	100.0	0	•	•	-	•	•	0	•	•	0	•	•	•	•	126	126	0.001
Grandfather Academy**	-	•	•	0	•	•	0	•	•	0	•	•	0	•	•	•	•	-	•	•
Crossnore Academy**	9	4	66.7	0	•	•	0	•	•	0	•	•	-	•	•	•	•	٠,	4	80 0
Burke	189	723	91.6	7	•	•	92	70	92.1	54	49	7.06	22		77.3 6	9 5	100.0	629	579	92.1
Caldwell	069	199	1.96	-	•	•	3	•	•	20	47	94.0	6	80	88.9	•	•	624	909	0.70
Catawba	882	780	88.4	-	•	•	59	48	81.4	48	4	85.4	14	12 8	85.7 6	5	66.7	754	674	89.4
Hickory City	255	228	89.4	0	•	•	27	23	85.2	55	46	83.6	9	3	50.0	•	•	165	154	93.3
Newton Corrover City	157	149	94.9	0	•	•	11	91	94.1	6	••	6.88	Ξ	80	12.7	•	•	119	911	5.79
Davidson	1,149	1,080	94.0	-	•	•	6	<b>∞</b>	88.9	37	32	86.5	01	, ,	70.0	•	•	1,089	1,029	94.5
Lexington City	151	135	89.4	-	•	•	7	01	71.4	69	64	92.8	7	4	57.1 8	80	0.001	52	49	94.2
Thomasville City	93	92	81.7	0	•	•	-	•	•	52	43	82.7	\$	-	20.0	•	•	35	32	91.4
Davie	352	335	95.2	0	•	•	7	•	•	33	32	0.76	=	9	54.5	•	•	305	294	96.4
Winston-Salem/Forsyth	2,658	2,454	92.3	<b>00</b>	<b>∞</b>	0.001	4	37	90.2	875	774	88.5	80	58 7	72.5 2.57	7 25	92.6	1,627	1,552	95.4
Lift Academy**	43	0	0.0	0	•	•	0	•	•	42	0	0.0	0	•	•	•	•	_	•	•
Iredell-Statesville	863	823	95.4	0	•	•	56	24	92.3	154	140	6:06	20	15 7	75.0 4	•	•	629	640	97.1
Mooresville City	259	234	90.3	-	•	•	<b>6</b>	•	•	59	11	58.6	-	•	•	•	•	225	213	94.7
Stokes	443	428	9.96	0	•	•	0	•	•	26	24	92.3	9	9	100.0	•	•	408	396	97.1
Surry	490	473	96.5	0	•	•	3	•	•	21	18	85.7	22	8 61	86.4	•	•	443	432	97.5
Elkin City	9	99	100.0	0	•	•	0	•	•	9	9	0.001	3	•	•	•	•	55	55	0.001
Mount Airy City	64	16	93.8	0	•	•	7	\$	71.4	12	Ξ	7.16		•	•	•	•	75	72	0'96
Watauga	361	350	97.0	0	•	•	7	•	•	_	•	•	-	•	•	•	•	355	344	6'96
Wilkes	582	295	9.96	0	•	•	4	•	•	31	29	93.5	\$	3 (	60.0	•	•	540	\$25	97.2
Yadkin	329	317	96.4	-	•	•	7	•	•	13	13	0.001	11	14 8	82.4 0	•	•	297	289	97.3

65

87

These data represent the highest test score of each student for all the test administrations in which the student participated. Notes:



<sup>\*</sup>Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

\*\*Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

### (Multiple-Choice and Performance) for the Class of 2002, at End of Grade 11, by LEA and Ethnicity Table 16c. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

Southwest Region

С	* ) c									ı		0										
			Total		Amer	American Indian	ian	•	Asian		8	Black	,	His	Hispanic		Multi-Racial	Racial		*	White	
		Number Tested	Number Passing	Percent Passing	Number Tested	Number Number Tested Passing	Percent Number Passing Tested	I .	Number F Passing	Percent N Passing	Number N Tested P	Number P Passing F	Percent N Passing T	Number Nu Tested Pa	Number Pe Passing Pa	Percent Nur Passing Te	Number Nu Tested Pa	Number Pe Passing Pa	Percent Ni Passing T	Number N Tested P	Number P Passing I	Percent Passing
	State	71,603	82,639	92.1	830	744	89.6	1,551	1,374	88.6	18,969	16,497	1 0.78	.1 699,1	.388 8.	83.2 538		488 90	90.7 4	48,046	45,487	94.7
	Southwest Region	14,901	13,532	8.06	97	80	82.5	410	372	90.7	3,868	3,376	87.3	377	300	9.64	%	15	91.1	10,093	6,353	92.7
	Anson	225	207	92.0	-	•	•	ю	•	•	144	127	88.2	0	•	•	0	•	•	11	92	98.7
	Cabarrus	1,132	1,060	93.6	æ	•	•	4	4	0.001	133	801	81.2	7	6	64.3	9	8	83.3	796	921	7.56
	Kannapolis City	259	243	93.8	0	•	•	2	•	•	94	82	87.2	œ	<b>.</b>	0.001	3		•	152	148	97.4
	Cleveland	451	441	97.8	-	•	•	-	•	•	68	98	9.96	3	•		0		•	357	350	0.86
	Kings Mountain	213	204	92.8	-	•	•	•	7	87.5	43	40	93.0	-	•	•	_	•	•	159	154	6'96
	Shelby City	. 162	146	1.06	0	•	•	4	•	•	70	57	81.4	-	•	•	0	•	•	87	<b>98</b>	6'86
	Gaston	1,645	1,561	94.9	8	•	•	20	82	0.06	311	278	89.4	36	30	83.3	9	)[ 9	0.001	1,269	977,1	9.96
	Hoke	319	286	89.7	38	29	76.3	4	•	•	171	154	1.06	=	6	8.1.8	3	•	•	35	68	7.96
	Lincoln	662	623	94.1	0	•	•	4	•	•	55	53	96.4	41	36	87.8	2	•	•	999	828	94.3
	Charlotte/Mecklenburg	5,004	4,717	94.3	6	7	8.77	111	258	93.1	1,658	1,503	7.06	191	131	81.4	01	01	0.001	5,889	2,808	97.2
	Kennedy Charter**	9	4	2.99	0	•	•	0	•	•	3	•	•	0	•		0		•		•	•
	Montgomery	240	225	93.8	-	•	•	13	13	0.001	19	20	82.0	17	17	0.001	2		•	146	142	97.3
	Moore	749	699	89.3	9	9	100.0	3	•	•	172	147	85.5	7	9	85.7	6	8	6.88	552	200	9.06
	Richmond	434	401	92.4	9	9	100.0	7	4	57.1	192	691	88.0	<b>01</b> .	∞	0.08	0		•	219	214	1.76
6	Scotland	350	312	1.68	81	15	83.3	2	•	•	143	120	83.9	2			0	•	•	185	174	94.1
6	Laurinburg**	31	-	3.2	0	•	•	0	•	•	31	_	3.2	0	•		0		•	0	•	•
	Stanly	604	288	97.4	4	•	•	18	81	0.001	19	62	92.5	7	9	85.7	2			909	496	0.86
8	Union	1,185	1,132	95.5	2	•	•	•	••	0.001	179	<u>2</u>	9.16	28	77	9.87	9	9	0.001	796	030	7.96

88

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum. Rowan County is not included due to incomplete data.



These data represent the highest test score of each student for all the test administrations in which the student participated Notes:

<sup>\*</sup>Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.

<sup>\*\*</sup>Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section.

2000-01 N.C. Tests of Computer Skills Report

### (Multiple-Choice and Performance) for the Class of 2002, at End of Grade 11, by LEA and Ethnicity Table 16d. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

#### Northeast Region

		Total		Ame	American Indian	lian		Asian		_	Black		His	Hispanic	i	Multi	Multi-Racial		=	White	
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Ī.,	Percent Passing	Number Tested	Number Passing	Percent Passing	Number No Tested Pa	Number P Passing P	Percent Ni Passing T	Number Ni Tested P.	Number Po	Percent Nu Passing T	Number N Tested	Number Passing 1	Percent Passing
State	71,603	65,978	92.1	830	44	9.68	1,551	1,374	98.6	18,969	16,497	87.0	1 699'1	1,388	83.2	238	488 9	90.7	48,046	45,487	4.7
Northeast Region	\$,039	4,598	91.2	70	61	95.0	31	7.7	87.1	2,463	2,160	87.7	<del>2</del>	38	88.4	32	25	18.1	2,450	2,329	95.1
														,	;		•	•	ç	;	,
Beaufort	432	392	7.06	-	•	•	7	v,	71.4	158	135	85.4	S	<b>~</b>	100.0	. 4		•	259	244	7.75
Bertie	220	<u>2</u>	83.6	0	•	•	0	•	•	174	146	83.9	0	•	•	0			46	38	82.6
Camden	84	8	96.4	0	•	•	0	•	•	20	61	95.0	0	•	•	0		•	<b>5</b>	62	6.96
Edenton/Chowan	154	147	95.5	0	•	•	0	•	•	28	99	9.96	-	•	•	-	•	•	94	68	94.7
Currituck	181	173	92.6	0	•	•	_	•	•	23	20	87.0	-	•	•	_	•	•	155	150	8.96
Dare	268	254	94.8	0	•	•	0	•	•	2	6	0:06	9	~	83.3	3	•	•	249	239	0.96
Edgecombe	438	390	0.68	0	•	•	-	•	•	263	230	87.5	2	•	•	3	•	•	691	155	7.16
Gates	601	105	96.3	0	•	•	0	•	•	54	52	96.3	0	•	•	-	•	•	24	22	1.06
Halifa:	307	283	92.2	14	13	92.9	0	•	•	288	265	92.0	0	•	•	0	•	•	٠	۶	100.0
Roanoke Rapids City	159	145	91.2	-	•	•	-	•	•	28	61	6.79	\$	S	0.001	0	•	•	124	611	0 96
Weldon City	99	54	83.1	0	•	•	0	•	•	. 61	15	83.6	0	•	•	_			~	•	•
Hertford	200	169	84.5	-	•	•	0	•	•	149	127	85.2	0	•	•	3	•	•	41	38	6.08
Hyde	42	4	97.6	0	•	•	0	•	•	19	6	0.001	0	•	•	0	•	•	23	22	95.7
Martin	310	287	92.6	0	•	•	-	•	•	191	147	91.3	'n	e.	0.09	_	•	•	142	135	1.26
Northampton	218	179	82.1	-	•	•	0	•	•	162	127	78.4	0	•	•	-	•		24	20	97.6
Elizabeth City/Pasquotank	351	309	88.0	0	•	•	4	•	•	180	152	84.4	e.	•	•	3	•		191	147	91.3
Perquimans	123	120	97.6	0	•	•	0	•	•	40	37	92.5	7	•	•	0	•		<b>8</b>	<del>8</del>	0.001
Pit	1,170	1,088	93.0	7	•	•	15	13	86.7	490	431	88.0	=	6	81.8	6	7	77.8	643	979	97.4
Tyrrell	57	\$\$	96.5	0	•	•	-	•	•	59	53	100.0	-	•	•	0	•	•	56	24	92.3
Washington	151	142	94.0	0	•	•	0	•	•	96	68	7.76	-	•	•	e		•	2	51	0.001

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89



<sup>&#</sup>x27;These data represent the highest test score of each student for all the test administrations in which the student participated. Notes:

<sup>\*</sup>Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

\*Denotes a charter school. For reporting purposes the charter school name has been abbreviated, the complete name can be found in the Appendix.

### (Multiple-Choice and Performance) for the Class of 2002, at End of Grade 11, by LEA and Ethnicity Table 16e. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

#### Southeast Region

		Total		Ame	American Indian	ian	1	Asian			Black		His	Hispanic		Multi-Racial	Racial		M	White	
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number P Passing I	Percent Passing	Number N Tested	Number F Passing 1	Percent N Passing	Number N Tested P	Number Pr Passing P	Percent Nu Passing Te	Number Nu Tested Pa	Number Per Passing Pa	Percent Nui Passing Te	Number Nu Tested Pa	Number Pe Passing Pa	Percent Passing
State	71,603	65,978	92.1	830	744	9.68	1,551	1,374	98.6	18,969	16,497	87.0	1 699'1	388 8	83.2 53	538 4	488 90	90.7 48,	48,046 4	45,487	94.7
Southeast Region	13,199	12,067	91.4	998	804	89.0	178	2.	86.5	4,573	3,953	86.4	403	362	89.8	14	138	7 7.36	7,338 6	656'9	94.8
Bladen	316	287	8:06	0	•	•	0	•	•	164	143	87.2	-	•	•	0	•	•	151	143	94.7
Brunswick	544	490	1.06	-	•	•	2	•	•	147	133	90.5	6	9	66.7	2	•	•	383	346	90.3
Carteret	595	999	95.1	\$	4	0.08	Э	•	•	1.1	59	83.1	3	•	•	7	7 10	0.001	909	490	8.96
Cape Lookout Marine**	91	14	87.5	0	•	•	0	•	•	\$	4	80.0	0	•	•	0			=	01	6'06
Columbus	427	377	88.3	61	61	0.001	0	•	•	184	151	82.1	7	•	•	0	•	•	222	206	92.8
Whiteville City	150	122	81.3	0	•	•	۳	•	•	99	47	71.2	0	•	•	0	•	•	<b>8</b>	73	1.06
Craven	880	846	1.96	7	•	•	=	01	6.06	797	245	93.5	23	22	95.7	6	01 6	0.001	573	5 858	97.4
Cumberland	3,221	2,891	8.68	99	90	75.8	88	78	8.16	1,387	1,205	6.98	204	<u>061</u>	93.1	44	42 9.	,1 2.26	1,435 1,	926	92.4
Duplin	455	425	93.4	0	•	•	0	•	•	157	135	0.98	21	<u>8</u>	85.7	0	•	•	2 772	272	98.2
Greene	125	113	90.4	0	•	•	0	•	•	29	99	83.6	4	•	•	0	•	•	54	53 9	1.86
Jones	65	99	86.2	0	•	•	0	•	•	43	37	0.98	0	•	•	0	•	•	22	8 61	86.4
Lenoir	267	512	90.3	0	•	•	0	•	•	7.7.2	242	87.4	12	=	116	2	•		276 2	258 9	93.5
New Hanover	1,322	1,239	93.7	7	7	100.0	7	01	71.4	258	232	6.68	21	61	90.5	6	<b>8</b> 6	1, 6.88	6 810,1	6 £96	95.1
Onslow	1,240	1,177	94.9	01	01	0.001	31	29	93.5	167	264	7.06	51	46	90.2	47	46 97	8 6.79	810 7	782 9	5.96
Pamlico	137	131	9.5.6	7	•	•	m	•	•	40	36	0.06	-	•	•	2	•	•	68	87 9	8.76
Pender	318	284	89.3	0	•	•	3	•	•	104	82	81.7	9	4	66.7	2	5 10	100.0	200	6 681	94.5
Robeson	1,099	926	88.8	440	395	8.68	'n	4	80.0	366	306	83.6	S	8	0.001	2	•		281 2	264 9	94.0
Sampson	382	362	94.8	æ	•	•	0	•	•	120	109	8.06	12	6	75.0	2	•	. 2	245 2	240 9	0.86
Clinton City	<u>2</u>	154	93.9	7	7	0.001	_		•	70	2	91.4	۶	3	0.09	2	•		. 61	78 9	98.7
Wayne	1,154	1,037	6.68	4	•	•	11	13	9.07	473	392	82.9	22	61	86.4	••	8 10	0.001	9 069	602 9	92.6
Wayne Academy.	22	90	36.4	0	•	•	0		•	21	<b>oo</b>	38.1	-	•	•	0	•		0		

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90



Notes:

<sup>&#</sup>x27;These data represent the highest test score of each student for all the test administrations in which the student participated.

\*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

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### (Multiple-Choice and Performance) for the Class of 2002, at End of Grade 11, by LEA and Ethnicity Table 16f. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

#### Central Region

State         Number Tested         Number Passing           State         71,603         65,978           Central Region         21,218         19,638           Alamance-Burlington         1,218         1,173           Lakeside School**         5         4           River Mill Charter**         9         19           Caswell         219         19           Chatham         358         334           Woods Charter**         9         8           Durham         1,590         1,326           Ventral Listation**         3         *		+ 96 	2 2	Number Pe Passing Pa 744 8	Percent Numb Passing Teste 89.6 1,551	و د	Number Per Passing Pa 1,374 88	Percent Ni Passing T 88.6 13	Number N Tested P	Number P Passing I	Percent Passing 87.0	r q	F 26	Percent N Passing 7	per ed	Number F Passing 1	Percent N Passing	Number Tested	Number Passing	Percent
### 17,603  ###################################			,																	Passing
21,218 ngton 1,218 lee 5 ter* 19 219 358 1,590												,00,	1,388	83.2	538	488		48,046	45,487	94.7
1,218 5 19 219 358 9 1,590		6.3		۲. و	97.3 \$		8 818	89.3	6,078		_		423	83.8	861	179	90.4	13,784	13,161	95.5
5 5 19 219 358 9 1,590			,,	•	•	, 40	5	2,1	171	258	2 70	ž	ε	84.7	=	=	001	698	840	7 7 0
219 219 358 9 1,590		=		•	•			•	; <b>-</b>	•	•	: <del>-</del>		•	ج ج		•	~	•	•
219 338 9 1.590		0 001	, <b>-</b>		•	, -	•			•	•		•	•	, "	•	•	, <u>-</u>	<u> </u>	100
358 9 9 1,590		? .	- ,						> 5				•		n 6	•	•	2 2	<u> </u>	0.00
358 9 1,590		95.0	7	•		0	•	•	5	<b>2</b>	92.3	0	•	•	7	•	•	174	071	×9.
9 1,590		93.3	0	•	•	2	•	•	108	95	88.0	<u>«</u>	15	83.3	_	•	•	229	221	96.5
1,590		88.9	0	•		0			0	•	•	0	•	•	0	•	•	6	<b>∞</b>	88.9
•		83.4	3	•	•	46	39	84.8	763	165	2.77	43	27	62.8	34	28	82.4	101	639	91.2
<b>n</b>		•	0	•	•	0	•		_	•	•	0	•	•	0	•	•	7	•	•
Franklin 378 363		0.96	2	•	•	2	•	•	142	134	94.4	7	۶	71.4	-	•	•	224	219	97.8
Granville 375 360		0.96	0	•	•			•	141	132	93.6	7	9	85.7	-	•	•	223	218	97.8
Guilford 3,545 3,359		94.8	11	17 1	10000	144	125	8.98	1,168	1,058	9.06	51	45	88.2	32	30	93.8	2,133	2,084	7.76
Hamett · 899 837		93.1	9	01	0.001	₩.	•	•	234	205	9.78	38	35	92.1	11	91	94.1	965	267	95.1
Johnston 1,052 1,001		95.2	2	•		13	12	92.3	193	171	9.88	37	34	91.9	00	7	87.5	799	27.5	97.0
Lee 479 452		94.4	2	•	•	3	•	•	114	101	9.88	34	23	79.4	·v	s	100.0	321	315	98.1
Nash-Rocky Mount 1,010 942		93.3	•	9	0.001	œ		0.001	482	426	88.4	20	20	0.001	<b>oc</b>	••	100.0	486	474	5.79
G Orange 325 282		8.98	0		•	٠	4	0.08	80	63	78.8	7		42.9	4	•	•	229	208	8.06
New Century** 21 15		71.4	_	•	•	0	•	•	2	•	•	2	•	•	0	•	•	91	10	62.5
Person 334 310		92.8	2	•	•	_	•	•	1117	102	87.2	2	•	•	0	•	•	212	203	95.8
Randolph 881 844		95.8	3	•	•	ν.	5	0.001	45	43	9.26	11	15	88.2	0	•	•	811	778	95.9
Asheboro City 201 193		0.96	0	•	•	8	2	0.001	25	24	0.96	6	<b>00</b>	88.9	2		•	160	154	96.3
Rockingham 736 737		95.0	_	•	•	9	4	1.99	181	165	91.2	7	9	85.7	\$	۰	100.0	576	929	96.5
Vance 367 334		0.16	_	•	•	9	•	•	200	173	86.5	7	9	85.7	\$	\$	100.0	151	146	6.7
Wake 5,607 5,172		92.2	<b>oc</b>	7 8	87.5 2	249	228	91.6	1,174	066	84.3	134	14	85.1	52	44	84.6	3,990	3,789	95.0
J.H. Baker Jr. Charter** 5	3 6	0.09	0	•	•	0	•	•	3	•	•	0	•	•	0	•	•	7	•	•
Raleigh Charter High** 56 56	95	0.001	0	•	•	0	•	•	2	•	•	0	•	•	_	•	•	23	53	100.0
Quest Academy**		•	0	•	•	0			0	•	•	0	•	•	0	•	•	-	•	•
Warren 161 139	138 8	85.7	•	- 80	0.001	0	•	•	119	76	81.5	0	•	•	-	•	•	33	32	97.0

<sup>&#</sup>x27;These data represent the highest test score of each student for all the test administrations in which the student participated.

\*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Chapel Hill\Carrboro City is not included due to incomplete data.

<sup>\*\*</sup>Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section. 2000-01 N.C. Tests of Computer Skills Report

### (Multiple-Choice and Performance) for the Class of 2002, at End of Grade 11, by LEA and Ethnicity Table 16f. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

(continued) Central Region

	r Percent g Passing	94.7	94.2	94.2
White	Number Passing	45,487	310	310
	Number Tested	48,046	329	329
<b>-</b>	Percent Passing	90.7	0.66666	•
Multi-Racial	Number Passing	488	666'66	•
Mu	Number Tested	\$38	-	-
	Percent Passing	83.2	80.0	80.0
lispanic	Number Passing	1,388	13	12
H	Number Number Percent Number Number Percent Number Tested Passing Passing Tested	699'1	15	15
	Percent Passing	87.0	89.2	89.2
Black	Number Passing	16,497	318	315
	Number Tested	18,969	383	353
	Percent Passing	98.6	0.66666	•
Asian	Number Passing	1,374	666'66	•
	Number Tested	1,551	4	4
ian	Percent Passing	1521 9.68	0.66666	•
American Indian	er Percent Number Number Percent Number ig Passing Tested Passing Passing Tested	744	666'66	•
Ame	Number Tested	830	0	0
	Percent Passing	92.1	91.3	91.3
Total	Number Number   Tested Passing	826,33	641	149
-	Number Tested	71,603	702	702

These data represent the highest test score of each student for all the test administrations in which the student participated Notes:

Chapel Hill/Carrboro City is not included due to incomplete data.

••Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section. 2000-01 N.C. Tests of Computer Skills Report



Wilson

State

<sup>\*</sup>Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

### (Multiple-Choice and Performance) for the Class of 2001, at End of Grade 12, by LEA and Ethnicity Table 17a. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

Western Region

	Number	Total Number	Percent Passino	American Inc Number Number	70	Percent Number	1	Asian Number	Percent	Number	Black	Percent	Number	Hispanic Number	Percent	Number	Multi-Racial ber Number	Percent	Number	-	White Number
State	64,516	59,653		977		90.8			91.9	17,570	15,513	88.3	1314	1.156 B	88.0	378	748SIME 347	7 assing	43.084		rassing 40,652
Western Region	8,089	4,863	95.6	5	31	100.0	<b>\$</b>	9	88.9	311	284	91.3	. 19	Z	88.5	=	61	90.5	4,600		4,415
Buncombe	1,363	1,299	95.3	2	•	•	21	61	90.5	99	62	93.9	12	8	85.7	6	6	0.001	1,244		1.189
Asheville City	231	. 223	5.96	-	•	•	-		•	65	19	93.8	œ	7	87.5	7	•	•	154		151
Cherokee	961	188	6.56	e	•	•	0	•	•	0	•	•	7	•	•	-	•	•	<u>8</u>		182
Clay	74	27	97.3	0	•	•	0	•	•	0	•	•	0	•	•	0	•	•	74		72
Graham	63	19	8.96	6	6	0.001	0	•	•	0	•	•	0	•	•	0	•	•	\$		25
Haywood	407	390	8.26	0	•	•	-	•	•	7	9	85.7	3	•	•	-	•	•	395	٣.	380
Henderson	618	583	94.3	0	•	•	S	4	80.0	34	53	85.3	<u>°</u>	6	0.06	4	•	•	\$98	S	537
Jackson	202	192	95.0	<u>o</u>	01	0.001	7	•	•	4		•	-	•	•	-	•	•	184	_	177
Масоп	223	217	97.3	-	•	•	-	•	•	e.	•	•	7	•	•	0	•	•	216	7	210
Madison	Ξ	105	94.6	0	•	•	0	•	•	0	•	•	2	•	•	0	•	•	60	-	104
McDowell	353	339	0.96	0	•	•	Ξ	Ξ	0.001	20	81	0.06	3	•	•	0	•	•	319	₹.	307
Mitchell	141	136	5'96	0	•	•	7	•	•	0	•	•	-	•	•	0	•	•	138	_	135
출 71	101	76	0.96	0	•	•	-	•	•	<u>o</u>	2	0.001	0	•	•	-	•	•	83	00	87
Rutherford	910	489	95.9	0		•	0	•	•	81	75	97.6	9	9	100.0	0	•	•	423	4	408
Swain	901	104	98.1	24	24	0.001	0		•	0	•	•	0	•	•	-	•	•	<b>∞</b>	-	79
Transylvania	255	242	94.9	-	•	•	0	•	•	20	82	0.06	0	•	•	-	•	•	233	7	222
Yancey	135	126	93.3	0	•	•	0	•	•	-	•	•	7	•	•	0	•	•	132	123	٠,

Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section. 2000-01 N.C. Tests of Computer Skills Report



These data represent the highest test score of each student for all the test administrations in which the student participated Notes:

<sup>\*</sup>Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 an beyond were tested on the 1998 computer skills curriculum.
\*\*Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

### (Multiple-Choice and Performance) for the Class of 2001, at End of Grade 12, by LEA and Ethnicity Table 17b. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

Northwest Region

· ·		Total		Amer	American Indian	u a	•	Asian		_	Black		His	Hispanic		Multi-Racial	acial		White	
	Number Tested	Number Passing	Percent Passing	Number Number Tested Passing		Percent Passing	Number Tested	Number P Passing F	Percent Passing	Number N Tested	١	Percent N Passing T	Number No Tested Pa	Number Pe Passing Pa	Percent Number Passing Tested	iber Numher ted Passing	her Percent ing Passing	t Number g Tested	Number Passing	Percent Passing
State	64,516	59,653	92.5	977	707	8.06	166,1	1,278	91.9	17,570	15,513	88.3	1,314	951,1	88.0 37	378 347	8.16 7	43,084	10,652	1.16
Northwest Region	10,102	185'6	94.3	4	13	92.9	722	200	88.1	1,447	1,291	89.2	203	181	89.2 42	2 37	88.1	8,169	7,809	98.6
Alexander	269	260	296.7	0	•	•	6	7	77.8	91	9	0.001	6	•	•	•	•	241	234	97.1
Alleghany	70	70	0.001	0	•		0	•	•	0	•	•	2		•	•	•	89	89	100.0
Ashe	195	185	94.9	0	•	•	-	•	•	_	•		0	•	•	•	•	193	183	9.18
Avery	130	126	6'96	0	•	•	0		•	0	•	•	-	•	•		•	127	123	6'96
Grandfather Academy**	-	•	•	0	•	•	0	•	•	0	•	•	0	•	•	•	•	-	•	•
Crossnore Academy**	3	•	•	0	•	•	0	•	•	0	•	•	0	•	•	•	•	m	•	•
Burke	672	646	1.96	3	•	•	29	64	95.5	50	48	0.96	=	6	8.1.8	•	•	540	521	96.5
Caldwell	009	172	95.2	0	•	•	2	•	•	35	31	9.88	9	'n	83.3	5 3	0.09	\$52	530	0.96
Catawba	815	737	90.4	-	•	•	40	27	67.5	52	46	88.5	11	91	94.1	7 5	71.4	869	642	92.0
Hickory City	197	170	86.3	0	•		4	13	92.9	30	20	1.99	9	9	0.001	•	•	147	131	1.68
Newton Conover City	194	081	92.8	0	•	•	21	20	95.2	31	29	93.5	9	01	0.001	•	•	132	121	7.16
Davidson	1,010	931	92.2	٠	4	80.0	6	\$	55.6	22	61	86.4	01	6	90.0	•	•	196	168	92.7
Lexington City	136	131	96.3	0	•	•	01	6	0.06	2	19	95.3	5	5	0.001	•	•	57	99	98.2
Thomasville City	93	85	91.4	0	•	•	0	•	•	36	34	94.4	9	4	66.7	•	•	46	45	8.16
Davie	267	256	95.9	0	•	•	7	•	•	21	61	5.06	3	•	•	•	•	241	232	96.3
Winston-Salem/Forsyth	2,323	2,228	95.9	3	•	•	15	15	0.001	752	705	93.8	57	50	1 7.78	6	94.7	1,477	1,437	97.3
Lift Academy**	4	0	0.0	0	•	•	0	•	•	44	0	0.0	0	·	•	•	•	0	•	•
Iredell-Statesville	836	788	94.3	-	•	•	23	22	95.7	143	121	84.6	13	12	92.3 (	•	•	959	632	96.3
, Mooresville City	207	204	98.6	0	•	•	9	9	0.001	37	37	0.001	3		•	•	•	191	158	1.86
Stokes	409	376	6.16	-	•	•	0	•	•	61	13	78.9	€.	•	•	•	•	385	357	92.7
Ѕиту	388	372	95.9	0	•	•	_	•	•	29	56	2.68	15	13	86.7 (	•	•	343	332	8.96
Elkin City	75	23	97.3	0	•	•	_	•	•	3		•	-	•	•	•	•	70	89	1.76
Mount Airy City	16	88	8.76	0	•	•	3	•	•	=	=	0.001	-	•	•	•	•	92	74	97.4
Watauga	296	586	97.6	0	•	•	_	•	•	٧.	4	0.08	3		•	•	•	286	280	97.9
Wilkes	206	489	9.96	0	•	•	2	•	•	28	27	96.4	9	4	1 1.99	•	•	469	456	97.2
Yadkin	275	272	6:86	0	•	•		•	•	<u>«</u>	<u>82</u>	0.001	21	6	00.5	•	•	236	235	9.66

These data represent the highest test score of each student for all the test administrations in which the student participated

Notes:

94

72



<sup>\*</sup>Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 an beyond were tested on the 1998 computer skills curriculum.
••Denotes a charter school. For reporting purposes the charter school name has been abbreviated, the complete name can be found in the Appendix.

### (Multiple-Choice and Performance) for the Class of 2001, at End of Grade 12, by LEA and Ethnicity Table 17c. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard

Southwest Region

		Total		Amei	American Indian	ian	₹	Asian		_	Black		His	Hispanic		Multi-Racial	Racial		W	White	
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent N	Number P	Number F Passing	Percent Passing	Number N Tested	Number I Passing	Percent N Passing	Number Nu Tested Pa	Number Pe Passing Pa	Percent Nu Passing Te	Number Nu Tested Pa	Number Per Passing Pa	Percent Nu Passing Te	Number No	Number P	Percent Passing
State	64,516	59,653	92.5	67.1	707	8.06	1,391	1,278	6.16	17,570	15,513	88.3	1,314	951'1	88.0	378	347	91.8	43,084	40,652	94.4
Southwest Region	13,816	12,326	89.2	88	87	83.7	414	382	92.3	3,816	3,397	89.0	273	231	84.6	8	<b>3</b> 5	6 5.16	9,156	8,180	89.3
	į	Ę	9	-	•	•	,	•	•	90	9	3	c	•	•	c	•		7	9	7 10
Anson	C 7	607	88.9	-	•	,	7	• (	. ;	<u>8</u>	<u>e</u> :	6.5.5	> :	. :		<b>.</b>				,	
Cabamus	984	951	9.96	4	•	•	0	6	0.06	Ξ	<u>8</u>	- 06 - 07	=	=	0.001	,	) <del>,</del>	0.00	241	870	576
Kannapolis City	192	181	94.3	0	•	•	7	•	•	9	55	7.16	7	•	•	2			126	120	95.2
Cleveland	461	450	9.76	-	•	•	-	•	•	88	98	7.76	2	•	•	2	•	•	367	358	97.5
Kings Mountain	171	172	2.79	0	•	•	S	4	80.0	15	20	0.86	-	•	•	2			811	115	\$.76
Shelby City	159	157	7.86	0	•	•	۳	•	•	99	49	97.0	0	•	•	2			90 80	88	0.001
Gaston	1,466	1,344	7.16	4	•	•	24	22	7.16	269	236	7.78	61	18	94.7	_		-	1,149	1,064	95.6
Hoke	569	239	88.8	56	61	73.0		•	•	146	127	87.0	٥.	٧.	100.0	3			98	83	96.5
Lincoln	585	550	94.0	2	•	•	S	3	0.09	50	45	0.06	<b>81</b>	15	83.3	4	•	•	206	483	5.29
Charlotte/Mecklenburg	5,021	4,718	94.0	11	91	94.0	290	275	94.8	1,815	1,650	6.06	127	103	81.1	21	20 9:	95.2 2	2,751	2,654	5.96
Montgomery	246	241	0.86	0	•	•	=	=	0.001	9	65	0'001	=	=	100.0	0	•	•	159	154	6'96
Moore	572	531	92.8	7	7	0.001	\$	4	80.0	135	911	85.9	6	6	100.0	7	8	85.7	409	389	95.1
Richmond	437	416	95.2	2	•	•	10	6	0.06	981	174	93.5	\$	v	100.0	0		•	234	526	9.96
Scotland	319	293	91.8	76	25	96.2	4	•	•	154	143	92.9	-	•	•	0			134	122	0.16
Laurinburg**	24	7	29.2	0	•	•	_	•	•	21	9	28.6	0		•	_			_	•	•
Stanly	999	545	9.28	-	•	•	91	91	100.0	94	84	89.4	4	•	•	_	•		453	439	6'96
Union	1,045	1,004	1.96		•	•	<b>x</b> o	œ	0.001	991	157	94.6	53	59	100.0	۳	•	•	836	804	96.2



These data represent the highest test score of each student for all the test administrations in which the student participated. Notes:

<sup>\*</sup>Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 an beyond were tested on the 1998 computer skills curriculum.

Rowan County is not included due to incomplete data.

<sup>\*\*</sup>Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section. 2000-01 N.C. Tests of Computer Skills Report

### (Multiple-Choice and Performance) for the Class of 2001, at End of Grade 12, by LEA and Ethnicity Table 17d. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard

Northeast Region

or .	•		Total		Ameri	American Indian	<b>.</b>	•	Asian		-	Black		Ξ	Hispanic		Mult	Multi-Racial		3	White	
	•	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent N Passing	Number N Tested	Number P Passing P	Percent Passing	Number P	l	Percent Passing	Number 1 Tested	_	Percent N Passing	Number N	Number P	Percent Nu Passing Te	Number Nu Tested Pa		Percent P: ssing
State		64,516	59,653	92.5	977	707	8.06	1,391	1,278	91.9	17,570		88.3	1,314		88.0	378					• <del>•</del> •
Northeas	Northeast Region	4,416	4,003	90.6	74	22	91.7	36	홌	94.4	2,229	1,913	85.8	9	34	88.0	7.	91				95.8
Beaufort	-	310	780	87.8	c	•	•	c	•	•	2	3	ŗ	,	•	í	•					
Bertie		220	182	82.7	· 0	•	•		•	•	£ £	<u> </u>		- د	n •	e	> <b>-</b>			- ≥ :	 	7.4.7
Camden		20	70	100.0	0	•	•		•	•	. 91	<u>9</u>	100.0		•	•	. –	•	•			0.00
Edenton	Edenton/Chowan	120	114	95.0	0	•	•	0	•	•	59	54	91.5	0	•	•	0	•				98.4
Currituck	*	99	155	93.4	-	•	•	_	•	•	8	91	6.88	_	•	•	2	•	•	143	134 9	93.7
Dare		246	228	92.7	0	•	•	_	•		15	13	86.7	٠,	~	0.001	_	•	•	224 2	208	92.9
Edgecombe	nbe	382	333	87.2	0	•	•	0	•	•	225	185	82.2	9	9	0'001	_	•	•	150	141 9	0.1.0
Gates		103	64	94.2	0	•	•	0	•		52	48	92.3	0	•	•	0	•	•	, 15	49 9	1.96
Halifax		295	259	87.8	81	91	6.88	0	•	•	267	235	0.88	0	•	•	5 .	•	•	<b>00</b>	. 9	75.0
Roanoke	Roanoke Rapids City	168	156	92.9	7	•	•	3	•	•	36	28	77.8	-	•	•	0	•	•	126	122 9	8.96
Weldon City	City	52	20	96.2	0	•	•	0	•	•	49	47	95.9	0	•	•	0	•	•	3	•	
Hentford 74	_	242	210	8.98	0	•	•	0	•	•	192	191	83.9	0	•	•	_	•	•	49 4	48 98	0.86
Hyde		44	4	93.2	0	•	•	0	•	•	61	91	84.2	0	•	•	0		•	25 2	25 10	0.001
Martin		260	243	93.5	0	•	•	0	•	•	128	115	8.68	7	•	•	0	•		130	126 %	6'96
Northampton	ıpton	192	149	9.77	0	•	•	0	•	•	156	117	75.0	0	•	•	0	•	•	36 3	32 88	6'88
	Elizabeth City/Pasquotank	228	217	95.2	_	•		2	•	•	102	92	90.2		•	•	0		•	120	6 611	99.2
9 Perquimans	ans	16	83	91.2	0	•	•	0	•	•	34	30	88.2	7	•	•	2	•	•	53 5	51 90	96.2
Pirt	-	1,029	954	92.7	2	•		24	22	7.116	405	354	87.4	12	6	75.0	2	4	80.0	581 5	563 90	6'96
Tymell		43	42	7.76	0	•	•	_	•	•	21	20	95.2	-	•	•	0	•	•	20 2	20 10	0.001
Washington	iton	146	140	95.9	0	•	•	3	•	•	105	66	94.3	_	•	•	_	•	•	36 3	36 10	0.001



Notes:

<sup>&#</sup>x27;These data represent the highest test score of each student for all the test administrations in which the student participated.

\*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 an beyond were tested on the 1998 computer skills curriculum.

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### (Multiple-Choice and Performance) for the Class of 2001, at End of Grade 12, by LEA and Ethnicity Table 17e. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

Southeast Region

ERIC		Total		V V	A morican Indian	<u>.</u>	`	Acion			Rlack		Ï	Hispanic		M	Multi-Racial		-	White	
	Number Tested	i	Percent Passing	Number Tested	Number Passing	rcent	Number Tested		Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	1	Percent N Passing	Number N Tested P	Number P Passing P	Percent N Passing	Number N	l	Percent Passing
State	64,516	59,653	92.5	677	707	8.06	1,391	1,278	91.9	17,570	15,513	88.3	1,314	1,156	88.0	378	347	8.16	43,084	40,652	94.4
Southeast Region	12,062	11,142	92.4	538	492	91.4	146	14	9.96	4,409	3,881	88.0	337	313	92.9	\$01	66	94.3	6,527	6,216	95.2
Bladen	306	270	88.2	e	•	•	_	•	•	149	118	79.2	2	•	•	0	•	•	151	146	96.7
Brunswick	910	484	94.9	3	•	•	2	•	•	144	131	91.0	'n	4	80.0	0	•	•	356	344	996
Carteret	499	481	96.4	æ	•	•	3	•	•	19	99	91.8	4	•	•	3	•	•	425	412	96.9
Cape Lookout Marine**	• 12	•	66.7	0	•	•	0	•	•	7	•	•	0	•	•	0	•	•	9	<b>00</b>	80.0
Columbus	414	370	89.4	56	25	96.2	0	•	•	187	155	82.9	2	•	•	-	•	•	861	188	94.9
Whiteville City	147	137	93.2	-	•	•	0	•	•	70	19	87.1	0	•	•	_	•	•	75	74	98.7
Craven	663	919	92.9	-	•	•	9	9	0.001	219	192	87.7	91	7	87.5	3	•	•	418	400	95.7
Cumberland	2,840	2,597	91.4	53	42	79.2	53	51	96.2	1,320	1,178	89.2	171	163	95.3	33	59	87.9	1,210	1,134	93.7
Duplin	406	388	93.6	0	•	•	-	•	•	164	150	91.5	14	13	92.9	-	•	•	526	224	99.1
Greene	163	148	8.06	0	•	•	0	•	•	97	98	88.7	9	\$	83.3	0	•	•	99	57	95.0
Jones	85	11	83.5	0	•	•	0	•	•	57	46	80.7	0	•	•	0	•	•	28	22	89.3
L Lenoir	489	437	89.4	2	•	•	3	•	•	235	200	85.1	\$	\$	0.001	0	•	•	244	228	93.4
ر New Hanover	1,226	1,136	7.26	œ	7	87.5	15	15	0.001	197	221	84.7	01	01	0.001	7	7	0'001	925	876	94.7
Onslow	1,125	1,076	93.6		•	•	59	59	100.0	273	258	94.5	37	34.	91.9	35	35	0.001	748	7117	95.9
Pamlico	121	119	98.3	-	•	•	-	•	•	28	57	98.3	-	•	•	_	•	•	65	28	98.3
Pender	330	297	0.06	0	•	•	0	•	•	95	82	86.3	9	4	2.99	4	•	•	225	208	92.4
Robeson	1,033	939	6.06	424	392	92.5	œ	7	87.5	327	282	86.2	=	=	0.001	2	•	•	197	245	93.9
Sampson	430	407	94.7	2	•	•	0	•	•	175	162	92.6	81	91	88.9	7	•	•	233	225	9.96
Clinton City	155	149	1.96	7	9	85.7	-	•	•	72	69	8.56	9	۶	83.3	-	•	•	89	29	98.5
Wayne	1,100	1,011	91.9		•	•	23	23	100.0	435	376	86.4	23	21	91.3	Ξ	01	6.06	209	280	95.6
Wayne Academy	<b>∞</b>	-	12.5	0	•	•	0	•	•	œ	_	12.5	0	•	•	0	•	•	0	•	•
7																					



Notes:

<sup>\*</sup>These data represent the highest test score of each student for all the test administrations in which the student participated.

\*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 an beyond were tested on the 1998 computer skills curriculum.

\*\*Rowar county is not included due to incomplete data to incomplete date to incomplete date to incomplete date to incomplete date to incomplete date to incomplete date.

\*\*Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section.

### (Multiple-Choice and Performance) for the Class of 2001, at End of Grade 12, by LEA and Ethnicity Table 17f. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard'

Central Region

•		Total		Ame	American Indian	ian		Asian			Black		I	Hispanic		Mu	Multi-Racial	_		White	
•	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	64,516	59,653	92.5	677	707	8.06	1,391	1,278	91.9	17,570	15,513	88.3	1,314	1,156	88.0	378	347	8.16	43,084	40,652	94.4
Central Region	19,031	17,788	93.5	\$	41	87.0	\$23	181	92.0	8,358	4,747	98.6	400	343	8.5.8	134	133	91.0	12,562	12,048	95.9
Alamance-Burlington	996	913	94.5	7	•	•	91	4	87.5	187	171	91.4	31	56	83.9	-	•	•	729	669	6'86
Lakeside School**	3	•	•	0	•	•	0	•	•	7	•	•	0	•	•	0	•	•	-	•	•
River Mill Charter**	∞	<b>∞</b>	0.001	0	•	•	0	•	•	-	•	•	0	•	•	-	•	•	9	9	100.0
Caswell	173	191	93.1	0	•	•	0	•	•	06	83	92.2	0	•	•	3	•	•	80	92	95.0
Chatham	333	320	1.96	0	•	•	_	•	•	82	75	5.19	\$	<b>~</b>	0.001	3	•	•	242	236	5.76
Woods Charter**	7	٠,	71.4	0	•	•	_	•	•	0	•	•	0	•	•	0	•	•	9	4	66.7
Durham	1,412	1,275	90.3	4	•	•	49	42	85.7	646	545	84.4	23	61	82.6	23	21	91.3	199	645	7.96
Franklin	340	311	91.5	e	•	•	_	•	•	125	Ξ	88.08	9	7	33.3	01	6	0.06	195	185	94.9
Granville	361	327	9.06	0	•	•	_	•	•	13	76	82.8	9	<b>~</b>	83.3	_	•	•	240	223	92.9
Guilford	3,236	3,043	94.0	12	01	83.3	121	601	1.06	1,019	926	6.06	52	45	86.5	34	33	1.76	1,998	1,920	1.96
Натеп	722	673	93.2	80	4	80.0	0	<u>o</u>	0.001	207	180	87.0	70	<u>«</u>	0.06	01	9	0.001	410	451	0.96
Johnston	910	698	95.5	-	•	•	4	•	•	153	138	90.2	25	24	0.96	_	•	•	726	101	9.96
Lee	436	403	92.4	-	•	•	3	•	•	114	103	90.4	53	24	82.8	7	•	•	287	270	94.1
Nash-Rocky Mount	917	873	95.2	ю.	•	•	9	8	83.3	430	397	92.3	91	15	93.8	9	~	83.3	456	448	98.2
Orange	284	268	94.4	0	•	•	3	•	•	43	39	7.06	3	•	•	_	•	•	234	225	96.2
New Century**	76	56	0.001	0	•	•	0	•	•	-	•	•	-	•	•	0	•	•	24	24	0.001
Chapel Hill\Carrboro City	579	543	93.8	0	•	•	37	36	97.3	69	58	84.1	13	13	100.0	9	9	100.0	454	430	9.4.7
Person	294	282	95.9	7	•	•	-	•	•	109	103	94.5	3	•	•	0	•	•	179	17.3	9.96
Randolph	804	092	94.5	7	•	•	<b>oo</b>	9	75.0	39	37	94.9	21	91	76.2	3	•	•	131	969	95.2
Asheboro City	157	153	5.79	-	•	•	3	•	•	32	31	6.96	6	œ	88.9	0	•	•	112	011	98.2
Rockingham	<i>L</i> 19	632	93.4	-	•	•	6	6	100.0	175	152	6.98	3	•	•	7	•	•	487	467	95.9
Vance	345	312	90.4	-	•	•	7	•	•	200	175	87.5	\$	4	0.08	7	•	•	135	128	94.8
Wake	5,264	4,899	93.1	=	<b>00</b>	72.7	241	226	93.8	1,145	984	85.9	911	66	85.3	24	61	79.2	3,727	3,563	9.56
J.H. Baker Jr. Charter**	4	•	•	0	•	•	0	•	•	4	•	•	0	•	•	0	•	•	0	•	
Quest Academy**	-	•	•	0	•	•	0	•	•	0	•	•	0	•	•	0	•	•	-	•	•
Warren	139	130	93.5	٠	8	100.0	0	•	•	94	82	90.4	-	•	•	-	•	•	38	38	0.001
Wilson	633	\$97	94.3	0	•	•	9	9	100.0	278	252	9.06	13	=	7.16	0	•	•	337	328	97.3

'These data represent the highest test score of each student for all the test administrations in which the student participated Notes:

\*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

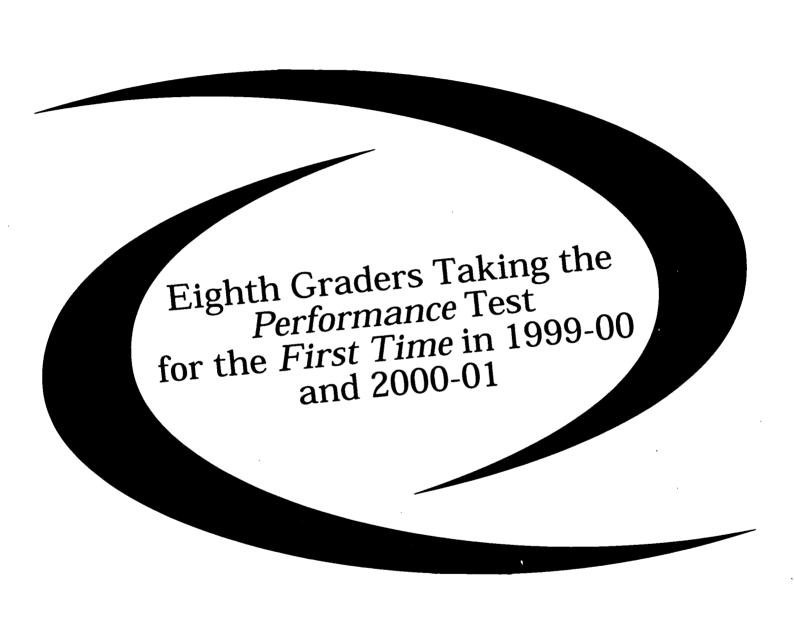
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 an beyond were tested on the 1998 computer skills curriculum.

\*\*Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report







# Table 18. North Carolina Tests of Computer Skills 8th Graders Taking the Performance Test for the First Time, by School Year Performance of Students with Disabilities, Limited English Proficient Students, and Title I Schools 1996-97 through 2000-01

		1996-97			86-2661		1	66-8661		1	00-6661		2	2000-01	
	Number Number	Number	Percent			Percent		·	Percent	_	L.	Percent			Percent
All Students	Tested 88,846	<b>Passed</b> 65,432	Proficient 73.6	Tested 104,587	<b>Passed</b> 76,200	Proficient 72.9	<b>Tested</b> 95,406	Passed 80,199	Proficient 84.1	<b>Tested</b> 95,084	<b>Passed</b> 76,129	Proficient 80.1	<b>Tested</b> 99,424	Passed 175,370	Proficient 75.8
All Students with Disabilities Students with IEPs	8,801	4,020	45.7	11,722	5,209	47.4	11,143	7.044	63.2	10,589	6,283	59.3	13,288	6.485	48.8
Behaviorally-Emotionally Disabled	859	333	38.8	1,209	405	33.3	1,080	574	53.1	896	452	46.7	1,167	443	38.0
Hearing Impaired	112	99	58.9	137	72	52.6	14	85	74.6	108	82	75.9	<u>8</u>	29	8.99
Educable Mentally Disabled	1,175	197	8.91	1,810	310	17.1	1,282	394	30.7	1,151	284	24.7	1,869	361	19.3
Specific Leaming Disabled	5,389	2,758	51.2	6,912	3,545	51.3	6,448	4,427	68.7	6,550	4,325	0.99	7,319	3,980	54.4
Speech-Language Impaired	151	73	48.3	130	29	51.5	150	66	0.99	147	83	5.95	146	87	9.65
Visually Impaired	37	*	*	54	*	*	33	*	*	35	*	*	46	*	*
Other Health Impaired	268	289	50.9	824	424	51.5	878	570	64.9	1,068	999	62.3	53	*	*
Orthopedically Impaired	4	*	*	62	*	*	38	*	*	36	*	*	36	*	*
Traumatic Brain Injured	22	*	*	11	*	*	23	*	*	28	*	*	13	*	*
Other Exceptional Classifications	86	26	57.1	160	78	48.8	168	121	72.0	236	146	619	0	*	
Autistic	0	*	*	0	*	*	0	*	*	0	*	*	0	*	*
Severely/Profoundly Mentally Disabled	0	*		0	*		0	*	*	0	*	*	-	*	*
Multihandicapped	0	*	*	0	*	*	0	*	*	0	*	*	40	*	
Deaf-Blind	0	*	*	0	*		0	*	*	0	*	*	15	*	
Trainable Mentally Disabled	0	*	*	0	*	*	0	*	•	0	*	*	1,369	738	53.9
Section 504	346	198	57.2	407	251	61.7	929	716	17.1	262	189	72.1	1,096	733	6.99
Limited English Proficient	632	251	39.7	499	200	40.1	1,019	594	58.3	2,101	1,146	54.5	1,377	674	48.9
Learning Disabted-Reading Learning Disabled-Mathematics Learning Disabled-Written Expression	3,526 2,354 4,602	1,664 990 2,321	47.2 42.1 50.4	3,039 3,380 4,480	1,394 1,568 2,161	45.9 46.4 48.2	3,973 2,534 5,506	2,613 1,518 3,772	65.8 59.9 68.5	5,351 758 8,747	3,489 446 8,318	65.2 58.8 95.1	4,832 2,999 6,252	2,473 1,265 3,376	<b>51</b> .2 42.2 54.0
Not Served by Title I School-Wide Title I Targeted Assistance Migrant	58,597 7,986 870 176	5,308 471 74	76.7 66.5 54.1 42.0	70,496 10,852 828 211	54,261 7,600 496 105	77.0 70.0 59.9 49.8	71,206 12,281 996 439	61,707 10,018 755 265	86.7 81.6 75.8 60.4	64,994 12,946 1,225 376	54,276 9,738 899 251	83.5 75.2 73.4 66.8	74,740 12,810 938 499	59,041 8,768 575 361	79.0 68.4 61.3 72.3

\* No scores are reported for groups with fewer than thirty students. "Number Tested" and "Number Passed" totals for "All Students with Disabilities" data include all Notes:

students with performance answer sheets coded as having a disability.

Data for autistic, severely/profoundly mentally disabled, multihandicapped, deaf-blind, and trainable mentally disabled were combined under the Other Exceptional Classification (OEC) prior to 2000-01. OEC is no longer reported as a category starting in 2000-01.

Learning Disabled-Other is not reported because of incomplete coding.

All data use "Number Tested" as the denominator.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

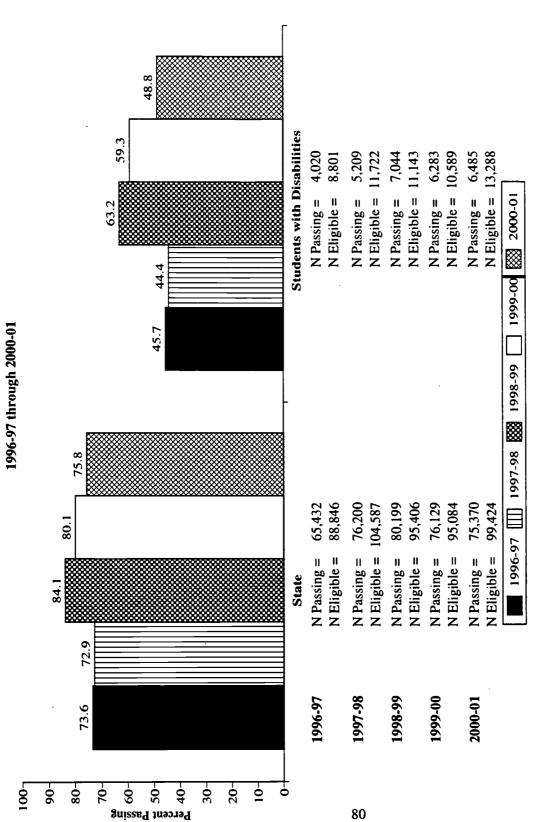
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

2000-01 N.C. Tests of Computer Skills Report



8th Graders Taking the Performance Test for the First Time, by School Year, Figure 26. North Carolina Tests of Computer Skills Students with Disabilities



Notes: Some data from the 1999-00 N.C. Tests of Computer Skills Report have been revised.

All data use total number tested as the denominator. Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

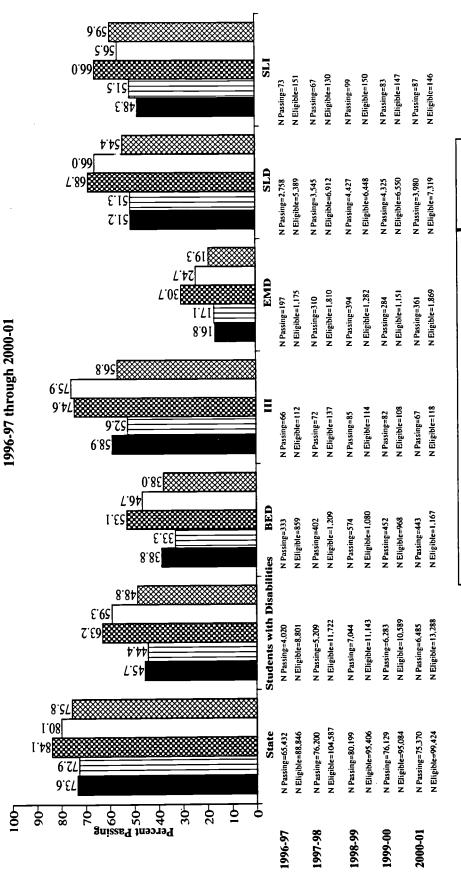
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum. The bold vertical line between the years in the legend indicates that the edition of the tests changed.

Data received from LEAs after Dec. 31, 2001 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section. 2000-01 N.C. Tests of Computer Skills Report



Figure 27. North Carolina Tests of Computer Skills
8th Graders Taking the Performance Test for the First Time, by School Year,
Performance of Students with Disabilities, by Classification



BED - Behaviorally-Emotionally Disabled HI - Hearing Impaired EMD - Educable Mentally Disabled SLD - Specific Learning Disabled SLI - Speech-Language Impaired

1999-00

] 66-8661 8888 86-2661 []]] 26-9661

because no scores are reported for groups with fewer than thirty students. "Number Eligible" and "Number Passed" totals for "All Students with Disabilities" data Student performance for onthopedically impaired, traumatic brain injured, and visually impaired are not included in this figure Notes:

include all students with performance answer sheets coded as having a disability.
Some data from the 1999-00 N.C. Tests of Computer Skills Report have been revised.
All data use total number tested as the denominator.

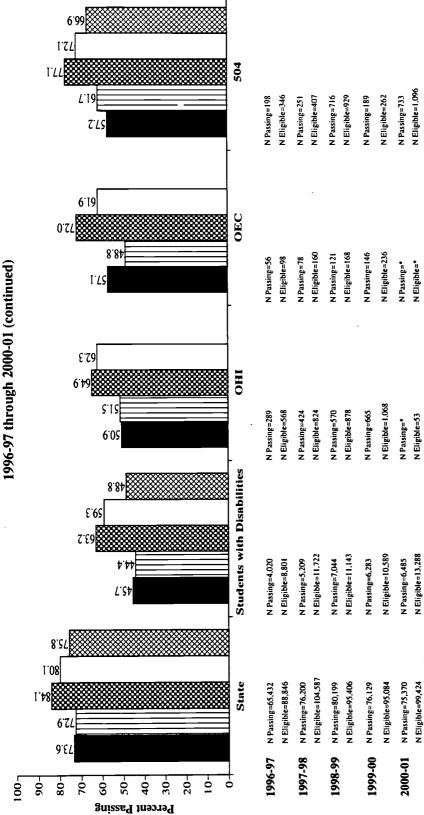
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum. The bold vertical line between the years in the legend indicates that the edition of the tests changed. Data received from LEAs after Dec. 31, 2001 are not included in this report.

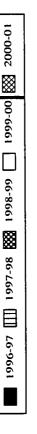
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

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ERIC

8th Graders Taking the Performance Test for the First Time, by School Year, Performance of Students with Disabilities, by Classification Figure 27. North Carolina Tests of Computer Skills





OHI - Other Health Impaired OEC - Other Exceptional Classification 504 - Section 504

Notes: \* No scores are reported for groups with fewer than thirty students. "Number Eligible" and "Number Passed" totals for "All Students with Disabilities" data include all students with performance answer sheets coded as having a disability

Data for autistic, severely/profoundly mentally disabled, multihandicapped, deaf-blind, and trainable mentally disabled were combined under the Student performance for orthopedically impaired, traumatic brain injured, and visually impaired are not included in this figure because no scores are reported for groups with fewer than thirty students.

Other Exceptional Classification (OEC) prior to 2000-01. OEC is no longer reported as a calegory starting in 2000-01. Some data from the 1999-00 N.C. Tests of Computer Skills Report have been revised.

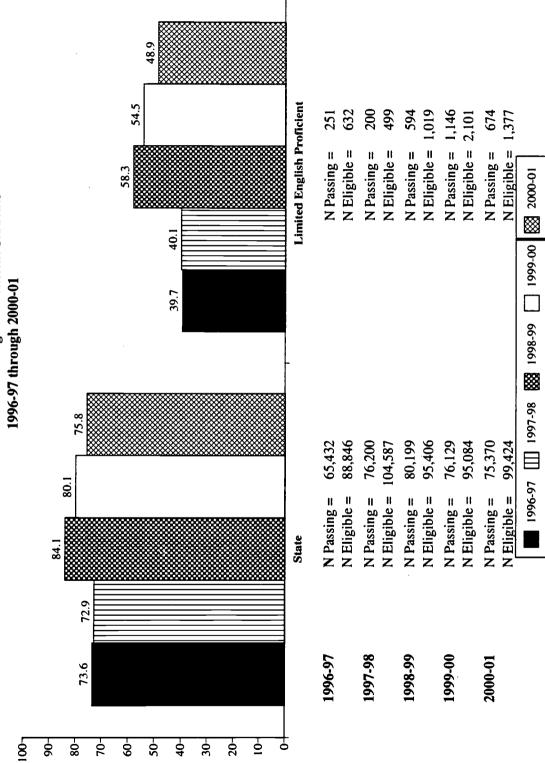
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. All data use total number tested as the denominator.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum. The bold vertical line between years in the legend indicates that the edition of the tests changed.

Prepared by the NCDPI Division of Accountability Services/Testing Section. Data received from LEAs after Dec. 31, 2001 are not included in this report. 2000-01 N.C. Tests of Computer Skills Report



Figure 28. North Carolina Tests of Computer Skills 8th Graders Taking the Performance Test for the First Time, by School Year, Performance of Limited English Proficient Students



Notes: Some data from the 1999-00 N.C. Tests of Computer Skills Report have been revised.

All data use total number tested as the denominator.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum. The bold vertical line between years in the legend indicates that the edition of the test changed.

Data received from LEAs after Dec. 31, 2001 are not included in this report.

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ERIC Full Text Provided by ERIC

Percent Passing

104

#### Table 19a. 1999-00 to 2000-01 Computer Skills Performance Data, 8th Graders Taking the Performance Test for the First Time,

#### **Characteristics and Performance**

			remormance		2000 01	
		1999-00	<del></del>		2000-01	Description
	N Tested	N Passad	Percent Proficient	N Tested	N Passed	Percent Proficient
All Students	95,084	Passed 76,129	80.1	99,424	75,370	75.8
	957,004	70,129	00.1	)), <del>121</del>	75,570	72.0
Gender Male	47,943	37,103	77.4	50,204	36,511	72.7
Female	46,655	38,697	82.9	48,832	38,625	79.1
	40,035	30,077	02.7	40,032	50,025	
Ethnic Group	1,515	1,031	68.1	1,737	1,062	61.1
American Indian	1,602	1,408	87.9	1,592	1,361	85.5
Asian Black	27,155	17,183	63.3	29,477	17,106	58.0
Hispanic	2,649	1,802	68.0	3,316	2,085	62.9
Multi-Racial	1,414	1,124	79.5	1,777	1,345	75.7
White	60,217	53,211	88.4	60,963	52,032	85.4
Other	407	303	74.4	449	303	67.5
Parental Education						
Did not finish high school	8,737	5,678	65.0	9,100	5,258	57.8
High school or GED	25,331	18,801	74.2	26,002	17,763	68.3
Some education after high school but did not graduate	11,352	9,292	81.9	12,321	9,706	78.8
Community, technical or junior college	11,693	9,977	85.3	11,849	9,619	
Trade or business school	2,638	2,186	82.9	2,660	2,125	
Four-year college degree	21,839	19,015	87.1	23,125	19,451	84.1
Graduate degree	11,686	10,002	85.6	12,585	10,376	82.4
Hours of Homework using the Computer (per week)						
None assigned	26,031	18,233	70.0	26,254	16,337	62.2
Less than 1 hour	26,067	21,602	82.9	29,947	23,986	
Between 1-3 hours	24,350	20,997		26,419	22,095	83.6
More than 3 hours, less than 5 hours	9,003	7,851	87.2	8,873	7,390	83.3
Between 5-10 hours	4,173	3,696	88.6	3,854	3,249	84.3
More than 10 hours	1,167	974		1,092	809	
Assigned but not done	1,008	611	60.6	1,193	614	51.5
Where Computer Skills are Learned						_
At home	61,527	54,252		67,434	56,938	
At a friend's	40,361	35,013		39,952	33,306	
In computer class	81,666	66,738		85,823	66,535	
In regular classes	45,552	39,383		47,764	40,079	
Out of class	6,047	5,066		6,097	4,848	
Computer camp	2,185	1,760		2,241	1,744	
Other	18,868	16,017		19,751	15,969	60.9
Location of Regular Computer Access						
In class	13,333	10,770		18,351	14,359	
In computer lab	38,000	29,494		41,217		
In media center/library	15,414	12,615		17,406		
Other	3,745	2,684	71.7	3,859	2,478	04.2
Years Attended North Carolina Schools						
First year	3,312	2,316		3,450		
Between 1-3	4,649	3,351		4,917		
3 or more	85,092	69,013	81.1	90,419	69,449	76.8
Computer Access Outside of Class						
No	15,767	9,425		13,987		
On occasion	21,899	15,997		21,548		
All the time	54,877	48,920	89.1	62,686	53,40	6 85.2
Opportunity to Use Computer to Present Information						
Never	9,201	5,719	62.2	9,160		
Sometimes	44,793	34,049	76.0	47,278	33,90	
Often	38,803	34,708		42,064	36,07	3 85.8

Notes: When summed, gender and ethnicity N-counts may not match the state N-counts because gender and/or ethnicity may not have been coded for some students. Some data from the 1999-00 N.C. Tests of Computer Skills Report have been revised.

All data use total number tested as the denominator.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Data received from LEAs after Dec. 31, 2000 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section

2000-01 N.C. Tests of Computer Skills Report



#### Table 19b. 1999-00 to 2000-01 Computer Skills Performance Data, 8th Graders Taking the Performance Test for the First Time,

#### Accommodations

		1999-00			2000-01	
	Number	Number	Percent	Number Number	Number	Percent
Category	Tested	Passed	Proficient	Tested	Passed	<b>Proficient</b>
All Students	95,084	76,129	80.1	99,424	75,370	75.8
Braille Edition	2	*	*	-	*	*
Large Print	39	*	*	46	*	*
Assistive Technology	9	*	*	17	*	*
Braille Writer	0	*	*	0	*	*
Cranmer Abacus	0	*	*	0	*	*
Dictation to Scribe	192	134	8.69	383	213	55.6
Interpreter Signs Test	28	*	*	26	*	*
Magnification Devices	12	*	*	21	*	*
Student Marks in Test Book	1,365	828	2.09	1,750	822	47.0
Test Administrator Reads Test Aloud	4,818	2,751	57.1	6,642	2,804	42.2
Use of Typewriter or Word Processor	29	*	*	22	*	*
Hospital/Home Testing	3	*	*	2	*	*
Multiple Test Sessions	971	552	56.8	1,440	654	45.4
Scheduled Extended Time	8,672	5,371	61.9	11,070	5,344	48.3
Testing in a Separate Room	0	*	*	8,514	3,875	45.5
English/Native Language Dictionary/Electronic Translator	191	104	62.3	307	122	39.7

Notes: \*No scores are reported for groups with fewer than thirty students. "Number Tested" and "Number Passed" totals for "All Students with Disabilities" data include all students with performance answer sheets coded as having a disability

Accommodations are available for students with disabilities (including Section 504) and students identified as limited English proficient. All data use total number tested as the denominator.

All data are rounded to the nearest tenth, therefore, accommodation categories may not sum to 100%. Some data from the 1999-00 N.C. Tests of Computer Skills Report have been revised.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Prepared by the NCDPI Division of Accountability Services/Testing Section. Data received from LEAs after Dec. 31, 2001 are not included in this report. 2000-01 N.C. Tests of Computer Skills Report



Grade

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#### 8th Graders Taking the Performance Test for the First Time, Performance of Exceptional, Limited English Proficient, and Title I Students Table 19c. 1999-00 to 2000-01 Computer Skills Performance Data,

			1999-00			2000-01	
Grade	Category	Number <u>Tested</u>	Number Passed	Percent Proficient	Number <u>Tested</u>	Number Passed	Percent Proficient
œ	All Students	95,084	76,129	80.1	99,424	75,370	75.8
	Not Exceptional	69,807	55,712	79.8	70,872	54,010	76.2
	Academically/Intellectually Gifted (AIG)	13,205	13,111	99.3	14,506	14,332	8.86
	All Students with Disabilities Students with IEPS	10,589	6,283	59.3	13,288	6,485	48.8
	Behaviorally-Emotionally Disabled	896	452	46.7	1,167	443	38.0
	Hearing Impaired	108	82	75.9	811	<i>L</i> 9	8.95
	Educable Mentally Disabled	1,151	284	24.7	1,869	361	19.3
	Specific Learning Disabled ·	6,550	4,325	0.99	7,319	3,980	54.4
	Speech-Language Impaired	147	83	56.5	146	87	9.65
	Visually Impaired	35	*	*	46	*	*
	Other Health Impaired	1,068	999	62.3	53	*	*
	Orthopedically Impaired	36	*	*	36	*	*
	Traumatic Brain Injured	28	*	*	13	*	*
	Other Exceptional Classification	236	146	6.19	0	*	*
	Autistic	0	*	*	0	*	*
	Severely/Profoundly Mentally Disabled	0	*	*	_	*	*
	Multihandicapped	0	*	*	40	*	*
	Deaf-Blind	0	*	*	15	*	*
	Trainable Mentally Disabled	0	*	*	1,369	738	53.9
	Section 504	262	681	72.1	1,096	733	6.99
	Limited English Proficient	2,101	1,146	54.5	1,377	674	48.9
	Learning Disabled-Reading	5,351	3,489	65.2	4,832	2,473	51.2
	Learning Disabled-Mathematics	758	446	58.8	2,999	1,265	42.2
	Learning Disabled-Written Expression	8,747	8,318	95.1	6,252	3,376	ş 54.0
	Not Served by Title I	64,994	54,276	83.5	74,740	59,041	79.0
	School-Wide Title I Program	12,946	9,738	75.2	12,810	8,768	68.4
	Targeted Assistance	1,225	868	73.4	938	575	61.3
	Migrant	376	251	8.99	400	361	72.3
	AIG Reading	1,812	1,572	8.98	10,585	10,460	8.86
	AIG Mathematics	1,102	1,098	9.66	10,364	10,239	8.86

all students with performance answer sheets coded as having a disability. Data for autistic, severely/profoundly mentally disabled, multihandicapped, deaf-blind, and trainable mentally disabled were combined under the Other Exceptional Classification (OEC) prior to 2000-01. OEC is no longer reported as a category starting in 2000-01. Notes: \*No scores are reported for groups with fewer than thirty students. "Number Tested" and "Number Passed" totals for "All Students with Disabilities" data include Learning Disabled-Other is not reported because of incomplete coding.

Some data from the 1999-00 N.C. Tests of Computer Skills Report have been revised.

All data use total number tested as the denominator.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Prepared by the NCDPI Division of Accountability Services/Testing Section. Data received from LEAs after Dec. 31, 2001 are not included in this report.

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#### Table 19d. 1999-00 to 2000-01 Computer Skills Performance Data, 8th Graders Taking the Performance Test for the First Time, Computer Skills Learned in Each Subject Area

		N	1999-00	1	Minches	2000-01	Descent
Course	Category	Respondents	Passed	Proficient	Respondents	Passed	Proficient
Mathematics	Spreadsheet	61,650	51,636	83.8	64,599	51,981	80.5
	Database	34,526	28,625	82.9	37,803	29,825	78.9
	Word Processing/Desktop Publishing	20,218	16,593	82.1	23,548	18,562	78.8
	Telecommunications	6,843	5,875	85.9	7,299	900'9	82.3
	Multimedia	10,810	8,889	82.2	12,198	9,424	77.3
Science	Spreadsheet	33,836	27,941	82.6	36,518	28,933	79.2
	Database	39,302	32,799	83.5	40,197	32,046	7.67
	Word Processing/Desktop Publishing	33,640	28,844	85.7	38,291	31,802	83.1
	Telecommunications	13,586	11,780	86.7	13,638	11,213	82.2
	Multimedia	14,870	13,300	89.4	15,686	13,518	86.2
Social	Spreadsheet	24,580	19,808	9.08	26,050	20,009	76.8
Science	Database	33,639	28,337	84.2	33,638	27,123	9.08
	Word Processing/Desktop Publishing	40,897	34,816	85.1	45,689	37,655	82.4
	Telecommunications	13,876	12,062	6.98	13,307	10,879	81.8
	Multimedia	15,950	14,251	89.3	15,588	13,271	85.1
Language	Spreadsheet	17,356	13,351	76.9	18,543	13,336	71.9
Arts	Database	17,415	14,001	80.4	18,400	14,001	76.1
	Word Processing/Desktop Publishing	64,683	55,370	85.6	191,767	55,757	82.3
	Telecommunications	11,301	6,667	85.5	11,636	9,501	81.7
	Multimedia	12,163	10,819	89.0	13,200	11,191	84.8
Business	Spreadsheet	32,113	26,906	83.8	34,600	27,813	80.4
Education	Database	30,155	25,375	84.1	32,906	26,539	80.7
	Word Processing/Desktop Publishing	36,917	31,399	85.1	39,856	32,503	9.18
	Telecommunications	18,531	15,392	83.1	19,856	15,834	7.67
	Multimedia	13,629	11,795	86.5	16,184	13,607	84.1
Other	Spreadsheet	22,758	18,698	82.2	25,463	19,928	78.3
	Database	21,417	17,747	. 82.9	23,404	18,609	79.5
	Word Processing/Desktop Publishing	33,697	28,710	85.2	36,570	29,998	82.0
	Telecommunications	15,875	13,775	8.98	15,193	12,593	82.9
	Multimedia	16,229	13,853	85.4	17,402	14,309	82.2

Notes: All data use total number of respondents as the denominator.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum Students who began grade 8 in 2000-01 and beyond were tested on the 1992 computer skills curriculum

Data received from LEAs after Dec. 31, 2001 are not included in this report.

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# 8th Grade Students with Disabilities (including Section 504 Students) Taking Performance Test for the First Time, Table 19e. 1999-00 to 2000-01 Computer Skills Performance Data, Computer Skills Learned in Each Subject Area

		•	1999-00			2000-01	
Course	Category	Number of Respondents	Number <u>Passed</u>	Percent <u>Proficient</u>	Number of Respondents	Number <u>Passed</u>	Percent Proficient
Mathematic	Mathematics Spreadsheet	5,799	3,710	0.79	7,158	3,968	55.4
	Database	3,415	2,159	63.2	4,629	2,452	53.0
	Word Processing/Desktop Publishing	2,020	1,234	61.1	2,762	1,368	49.5
	Telecommunications	169	436	63.1	880	496	56.4
	Multimedia	1,174	718	61.2	1,580	758	48.0
Science	Spreadsheet	3,454	2,209	64.0	4,421	2,421	54.8
	Database	3,905	2,558	65.5	4,754	2,630	55.3
	Word Processing/Desktop Publishing	2,895	1,884	65.1	3,923	2,213	56.4
	Telecommunications	1,252	816	65.2	1,703	296	56.8
	Multimedia	1,084	752	69.4	1,484	915	61.7
Social	Spreadsheet	2,735	1,660	60.7	3,434	1,749	50.9
Science	Database	3,223	2,148	9.99	3,974	2,219	55.8
	Word Processing/Desktop Publishing	3,537	2,316	65.5	4,800	2,724	26.8
	Telecommunications	1,256	849	9.79	1,640	918	26.0
	Multimedia	1,285	925	72.0	1,514	916	60.5
Language	Spreadsheet	2,238	1,288	57.6	2,782	1,262	45.4
Arts		1,907	1,175	9.19	2,440	1,224	50.2
	Word Processing/Desktop Publishing	5,623	3,841	68.3	7,023	4,055	57.7
٠	Telecommunications	1,062	. 663	62.4	1,448	778	53.7
	Multimedia	981	674	68.7	1,344	760	56.5

£		2 205	2,062	8 69	4775	7226
Dusiness		2,007	1 967	63.5	4.056	2 248
Education	Database	7,0,0	1001	0	000	1
	Word Processing/Desktop Publishing	3,533	2,306	65.3	4,553	2,590
	Telecommunications	1,804	1,133	62.8	2,491	1,371
	Multimedia	1,289	855	66.3	1,848	1,112
Other	Spreadsheet	2,418	1,478	61.1	3,179	1,675
	Database	2,227	1,379	61.9	2,958	1,566
	Word Processing/Desktop Publishing	2,839	1,898	6.99	3,806	2,188
	Telecommunications	1,496	1,011	9.79	1,864	1,075
	Multimedia	1,494	972	65.1	1,955	1,116
Notes:	All data use total number of respondents as the denominator.					
	Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum	Is curriculum.				
	Students who began grade 8 in 2000-01 and beyond were tested on the 1992 computer skills curriculum.	rriculum.				
	Data received from LEAs after Dec. 31, 2001 are not included in this report.					
	Prepared by NCPDI Division of Accountability Services/Testing Section.					
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55.1 55.4 56.9 55.0 60.2

52.7 52.9 57.5 57.7 57.1

# 8th Grade Limited English Proficient Students Taking Performance Test for the First Time, Table 19f. 1999-00 to 2000-01 Computer Skills Performance Data, Computer Skills Learned in Each Subject Area

				1999-00			2000-01		
ට	Course	Category	Number of Respondents	Number <u>Passed</u>	Percent <u>Proficient</u>	Number of Respondents	Number Passed	Percent <u>Proficient</u>	
Math	Mathematics	Spreadsheet	1,070	635	59.3	899	371	55.5	
		Database	631	360	57.1	411	220	53.5	
		Word Processing/Desktop Publishing	359	208	57.9	240	135	56.3	
		Telecommunications	126	89	54.0	62	34	54.8	
		Multimedia	217	130	59.9	123	48	39.0	
Sci	Science	Spreadsheet	614	359	58.5	418	220	52.6	
		Database	739	456	61.7	430	247	57.4	
		Word Processing/Desktop Publishing	553	308	55.7	388	231	59.5	
		Telecommunications	239	149	62.3	177	901	59.9	
		Multimedia	186	116	62.4	121	84	69.4	
S	Social	Spreadsheet	919	288	55.8	313	157	50.2	
Sci	Science	Database	611	369	60.4	373	200	56.0	
		Word Processing/Desktop Publishing	629	387	58.7	432	255	59.0	
		Telecommunications	225	142	63.1	178	101	56.7	
		Multimedia	252	160	63.5	132	88	1.99	
Lan	Langnage	Spreadsheet	438	227	51.8	256	114	44.5	
V	Arts	Database	372	212	57.0	224	104	46.4	
		Word Processing/Desktop Publishing	1,022	646	63.2	586	364	62.1	
		Telecommunications	207	122	58.9	141	73	51.8	
		Multimedia	190	120	63.2	101	49	48.5	
Bus	Business	Spreadsheet	637	355	55.7	362	206	56.9	
Edu	Education	Database	598	. 350	58.5	345	161	55.4	
		Word Processing/Desktop Publishing	655	407	62.1	421	262	62.2	
		Telecommunications	344	198	57.6	217	120	55.3	
		Multimedia	229	143	62.4	150	82	54.7	
Õ	Other	Spreadsheet	446	246	55.2	274	14	52.6	
		Database	398	222	55.8	245	139	26.7	
					;				

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61.9 53.7 53.5

205 101 91

331 188 170

61.7 59.7 58.0

335 160 163

543268281

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

All data use total number of respondents as the denominator.

Notes:

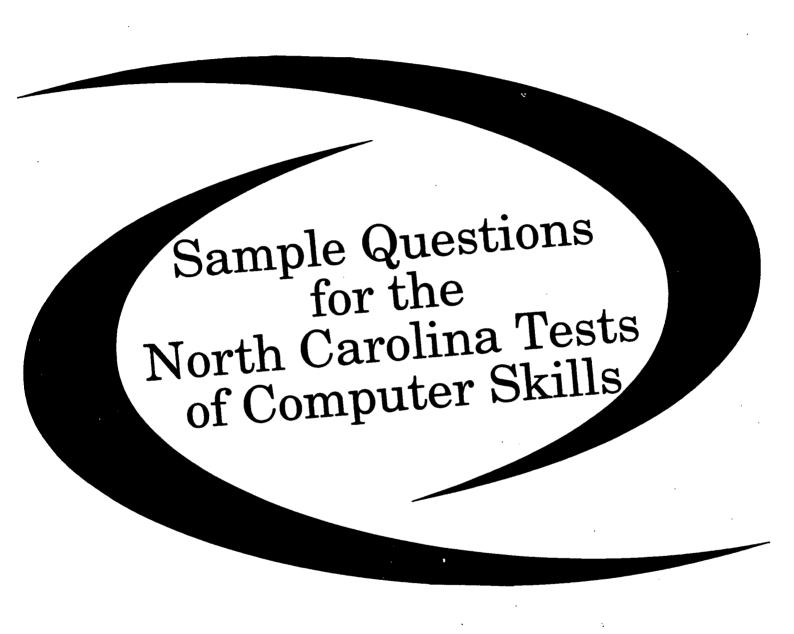
Word Processing/Desktop Publishing

**Telecommunications** 

Multimedia

Students who began grade 8 in 2000-01 and beyond were tested on the 1992 computer skills curriculum.

Data received from LEAs after Dec. 31, 2001 are not included in this report. Prepared by NCPDI Division of Accountability Services/Testing Section. 2000-01 N.C. Tests of Computer Skills Report





# Sample Test Questions for the Old Computer Skills Tests\*

# **Multiple-Choice Test**

This test consists of 70 questions that ask you about the use of computers in society, hardware and software components, keyboarding, and how to use specific software applications—word processing, database, spreadsheet, and telecomputing.

**Directions:** To answer a question, first decide which is the **best** answer choice for a particular question. Then, find the question number on your answer grid (below) and make a mark in the circle containing the letter of the correct answer. Remember to mark only one answer for each question.

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- $3 \otimes \mathbb{C}$
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)

# **Performance Test**

This test consists of four parts—Keyboarding Techniques, Word Processing/Editing, Database Use, and Spreadsheet Use—that assess how well you can use software to perform specific functions. (The sample performance questions in this handbook, as well as the electronic files, are located on the Internet at <a href="https://www.ncpublicschools.org/accountability/testing/index.html">www.ncpublicschools.org/accountability/testing/index.html</a>.\*\* These will provide you with a chance to practice the questions using actual keyboarding, word processing/editing, database, and spreadsheet files. If you need help, talk to your teacher.)

**Directions:** Read the directions at the beginning of each part. Then complete the task or questions. Either you or the teacher giving the test must print out your work for Keyboarding Techniques and Word Processing/Editing. For the Database Use and Spreadsheet Use parts you should mark your answers in the space provided next to each question.

<sup>\*\*</sup>The electronic files for state computer skills performance tests on the Internet are available in the software packages (PC and Macintosh platforms) that are supported by the North Carolina Department of Public Instruction.



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<sup>\*</sup> This section is an excerpt from the North Carolina Tests of Computer Skills Student Handbook (September 2000).

# **Old Computer Skills Multiple-Choice Test**

- 1. Doing research by using an online database instead of a printed set of similar information offers which advantage?
  - A more current information
  - B better charts
  - C easier to understand tables
  - D more legible diagrams
- 2. Upon walking into Mr. Johnson's workroom, Daryl saw a test that would be given the next day on the computer screen. Which of the following can Daryl ethically do?
  - A Correct obvious errors on the test to help Mr. Johnson avoid embarrassment.
  - B Read the questions as a study guide.
  - C Add a few well-chosen questions that Mr. Johnson left out.
  - D Leave the room without reading the test questions.
- 3. What is the function of a disk drive?
  - A to print sheets of paper
  - B to read from or write information to a floppy disk
  - C to display information or pictures on a screen
  - D to calculate numbers

- 4. For a social studies report, Fred needs to illustrate the products of North Carolina with pictures and comparison graphs. He would **most likely** use which software programs?
  - A spreadsheet and statistical
  - B spreadsheet and database
  - C graphing and clip art
  - D clip art and drawing
- 5. For correct keyboarding, what is the recommended placement of fingers on the home row keys?
  - A fingers of the left hand on A-S-D-F and fingers on the right hand on J-K-L-;
  - B fingers of the right hand on A-S-D-F and fingers on the left hand on J-K-L-;
  - C fingers of the left hand on A-S-E-F and fingers on the right hand on J-K-O-P
  - D fingers of the left hand on Q-W-E-R and fingers on the right hand on U-I-O-P



- 6. Jim is typing a song on his word processor. The song has four verses, and the chorus is repeated after each verse. What would be the most efficient way to enter the song, making sure the chorus is repeated after each verse?
  - A Type the chorus four times.
  - B Copy the chorus on a copy machine and then cut and paste it into the document.
  - C Use the Copy and Paste Commands on the word processor.
  - D Highlight the text and change it to Bold.
- 7. Which is *not* an advantage of using computerized spreadsheets?
  - A speed of calculation
  - B flexibility of moving entries
  - C cost of initial set-up
  - D ability to generate tables
- 8. Using an electronic bulletin board, Andy can do all of the following *except* which one?
  - A send private messages to a friend
  - B send a public message to friends interested in one topic
  - C send pictures to a friend
  - D send a package to a friend



# Old Performance Test Part I: Keyboarding Techniques

# **Directions:**

- 1. Key, as accurately as possible, the title and paragraphs below.

  Remember to use correct keyboarding techniques. Note: Do not worry about any differences in word wrap between what you type and how the paragraphs appear on this page.
- 2. When you have finished keying the title and paragraphs, print your work.

### **OUR WEEKLY ASSEMBLY MEETING**

Every Wednesday morning the students at Smith Middle School meet in the auditorium for assembly. The program may include

speakers, musicians, plays, or movies.

Most of the students like assembly because we never know what to expect.

Sometimes at the end of the program, the principal tells us about special upcoming events. Every spring my math club makes a presentation. Last spring I explained how a computer does math.



# **Old Performance Test**

# Part II: Word Processing/Editing

# **Directions:**

- 1. Edit the title and paragraph below. You may use the "Edit Symbol Reference Table" provided below if you need assistance.
- 2. When you have finished editing the title and paragraph, print your work.

# Edit Symbol Reference Table

= capitalize	][	center
c lower case	コ	indent
delete	^	insert
replace word	S"	move
# insert space	59	spell out
new paragraph		

# NORTH CAROLINA AND WORLD WAR II

Last summer I read a book on the contributions of Carolina to World War II. out of a total population of some 3,600,000 people in the state, about 355,000 men and 7,000 women joined the military forces. They participated in all the major battles in Europe and Asia.



# Old Performance Test Part III: Database Use

**Directions:** Use your database program and the file called MAGAZDB.

- 1. Read the scenario.
- 2. Use the database file to respond to the questions below.
- 3. When asked to "describe the steps you took to find your answer," use appropriate database terms. For example, "Sorted Ad Cost per pg in descending order" or "Searched the Ad Cost per pg for all records greater than 1,000."

### Scenario:

Your school is selling magazines to raise money for class trips. Using the database MAGAZDB, your job is to answer questions asked by your classmates who are selling the magazines and other classmates who are handling records of sales.

Sample Record from MAGAZDB Database.\*

TITLE: American Health

CITY PUBLISHED: New York

STATE PUBLISHED: New York

PUBLISHED BY: Reader's Digest Association, Inc.

TYPE OF MAG: Health

#PUB PER YEAR: 10

AD COST PER PG: \$34,500

AD COST BCK COV: \$44.800

COST PER COPY: \$1.95

	1. What is the name of the magazine that has the largest circulation?
 	2. What is the name of the magazine published 6 times per year (# PUB PER YEAR) that has an advertisement cost per page (AD COST PER PG) of \$4,045?
	Explanation: Use database terms to describe the steps you took to find your answer.

\*NOTE: This example does not contain all fields of the database. It is not representative of a complete record.



# Old Performance Test Part IV: Spreadsheet Use

Directions: Use your spreadsheet program and the file called SSDRYCL.

- 1. Read the scenario.
- 2. Use the spreadsheet file to respond to the questions below.

### Scenario:

The owners of a new dry cleaning business have pledged to donate 1% of their profit to purchase books for the library at your school. Your Computer Skills class has created the spreadsheet SSDRYCL to help the owners keep accurate records. On assignment at the dry cleaner's, you test the spreadsheet in the following situations.

NOTE: The spreadsheet automatically calculates 6% tax.

Excerpt from SSI	ORYCL Sp	readsheet	,		
Amount of money av	ailable to spe	end:	\$0.00		
			-		_
+				_	Cost of
				Cost of	Specific
		Number of	Cost Per	Specific	Item Plus
		<u>Items</u>	<u>ltem</u>	<u>ltems</u>	<u>Tax</u>
Shirts:		0	\$1.55	\$0.00	\$0.00
Blouses:		0	\$1.60	\$0.00	\$0.00
Men's Suits:		0	\$5.50	\$0.00	\$0.00
Women's Suits:		0	\$5.25	\$0.00	\$0.00
Sweaters:		0	\$2.75	\$0.00	\$0.00
Overcoats:		0	\$8.25	\$0.00	\$0.00
		Total Cost of	Dry Cleaning:		\$0.00
		Amount of m	oney Remainir	ng:	\$0.00

 1.	Franco has \$25.00 to pay for cleaning two sweaters and two overcoats. How much change should he get back?
 2.	Colleen paid \$8.48 for having a number of blouses cleaned. How many blouses did she have cleaned in all?



# **Answers to Sample Questions and Notes**

# **Old Multiple-Choice Test**

- 1. The correct answer is A. This question measures how well you understand how computers are used as a tool for accessing information.
- The correct answer is D. This question measures how well you understand the ethical use of computers and respect the computergenerated work of others.
- 3. The correct answer is B. This question measures your understanding of the components of a computer—hardware and software. You may also be asked about other physical components of a computer, their function, and use.
- 4. The correct answer is C. This question measures your knowledge of the use of software in various subjects to solve problems. You may also be asked about other types of software, e.g., probeware used in science, database programs used in social studies.
- The correct answer is A. This question measures your knowledge of correct keyboarding skills and finger placement on the home row keys.
- 6. The correct answer is C. This question measures your ability to use the Copy and Paste functions while word processing. You may also be asked about other functions (e.g., Move, Print) and utilities (e.g., spell checker, grammar checker), and about producing desktop published documents.
- 7. The correct answer is C. This question measures your understanding of the advantages (or disadvantages) of using a computerized spreadsheet versus a printed spreadsheet. You may also be asked to use a spreadsheet to test simple "What if" statements.
- 8. The correct answer is D. This question measures your understanding of how an electronic bulletin board works.

# **Old Performance Test**

<u>Part I: Keyboarding Techniques</u>. This task is scored for typing accuracy, spacing, and length.

Part II: Word Processing/Editing. This task is scored for the number of correct edits and if other errors are made while editing.

# Part III: Database Use.

- The correct answer is "Reader's Digest."
   This question measures your ability to sort a database.
- 2. The correct answer is "American Scientist." Your answer is also scored for how well you explain how you determined your answer to the question ("I searched the field # PUB PER YEAR=6 and searched the field AD COST PER YEAR=\$4,045). This question measures your ability to search a database using more than one criterion to solve a problem.

# Part IV: Spreadsheet Use.

- 1. The correct answer is \$1.68. This question measures your ability to use a spreadsheet to test simple "What if" statements.
- 2. The correct answer is 5. This question also measures your ability to use a spreadsheet to test simple "What if" statements.



# Sample Test Questions for the New Computer Skills Tests

# **Multiple-Choice Test**

This test consists of 70 questions that ask you about the use of computers in society, hardware and software components, keyboarding, and how to use specific software applications—word processing, database, spreadsheet, and telecommunications.

**Directions:** To answer a question, first decide which is the **best** answer choice for a particular question. Then, find the question number on your answer grid (below) and make a mark in the circle containing the letter of the correct answer. Remember to mark only one answer for each question.

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)
- 9 (A) (B) (C) (D)

# **Performance Test**

This test consists of three parts—Desktop Publishing, Database Use, and Spreadsheet Use—that assess how well you can use software to perform specific functions. (By going to <a href="http://www.ncpublicschools.org/accountability/testing/computerskills/handbook">http://www.ncpublicschools.org/accountability/testing/computerskills/handbook</a>, you can practice the same sample performance questions in this handbook on the Internet using actual electronic files.\* If you need help, talk to your teacher.)

**Directions:** Read the directions at the beginning of each part. Then complete the task or questions. Either you or the teacher giving the test must print out some of your work for Desktop Publishing, Database Use, and Spreadsheet Use. You will also mark your answers in the space provided next to several questions in the Database Use and Spreadsheet Use parts of the test.

\*The electronic files for state computer skills performance tests on the Internet are available in the software packages (PC and Macintosh platforms) that are supported by the North Carolina Department of Public Instruction.



# **New Computer Skills Multiple-Choice Test**

- 1. Trish is editing the last paragraph of her essay. She has decided to add another sentence before the last sentence. Which of the following would be the *most efficient* process?
  - A Type the sentence in another document and then place it in her essay where she wants it.
  - B Type the sentence at the end of her essay and then move it to where she wants it.
  - C Type the sentence at the end of her essay, copy the new sentence, and then paste it where she wants it.
  - D Put the cursor at the point where she wants to add the sentence and then type the sentence.
- 2. Which search of an electronic phone directory would find only the Doe families living on Main Street in area code 919?
  - A Name = "Doe" or Address = "Main Street" or Area Code = "919"
  - B Name = "Doe" and Address = "Main Street" or Area Code = "919"
  - C Name = "Doe" or Address = "Main Street" and Area Code = "919"
  - D Name = "Doe" and Address = "Main Street" and Area Code = "919"

3. Using the table below, what is the result in Cell C6?

	A	В	C	D
1			23	
2			12	
3			36	
4			9	
5				
6			= Sum (C1:C3)	

- A 80
- B 71
- C 59
- D 57
- 4. What does rsmith represent in rsmith@mail.com?
  - A domain
  - B host
  - C user's name
  - D address



- 5. Why is a web site an effective way to present a report on an animal that you are studying?
  - A People like to read reports on computers.
  - B People can follow links to additional information, pictures, or animal sounds.
  - C People do not have to read the report; they can just look at the pictures and listen to the sounds.
  - D People can read a long report on one page by scrolling down so they do not have to go to another web page.
- 6. When is a storyboard most helpful?
  - A at the end of a project to be sure the product is complete
  - B at the end of a project to be sure the product is linear
  - C during the project planning to be sure the product works
  - D in the middle of a project to be sure the product works

- 7. Which method is used to cite resource materials in multimedia projects?
  - A bibliography of print resources
  - B bibliography of three main sources
  - C bibliography of online resources only
  - D bibliography of all resources
- 8. Jane's multimedia project group uses a picture from an electronic encyclopedia.
  Which of the following must Jane's group do?
  - A Use the encyclopedia picture freely.
  - B Cite the source for the picture.
  - C Credit the group members for scanning the picture.
  - D List the names of the group members at the end of the project.
- 9. Who of the following owns the artwork created in a school computer lab using commercial software?
  - A the student artist
  - B the school principal
  - C the school superintendent
  - D the software developer



# New Computer Skills Performance Test Part I: Desktop Publishing

### **Directions:**

- 1. Use your word processing program and the file called WPFILE.
- 2. Read the scenario.
- 3. Use the word processing file to respond to the five tasks below.
- 4. When you have finished, print your work.

### Scenario:

Your assignment is to edit and format a student newsletter for your school. Following the instructions below, edit and format the word processing file called WPFILE.

# Sample of WPFILE file

The Social Studies TV Project Update

May 2000 Volume 4, #3

The Big Four Became the Big Three

We are all familiar with the ABC, CBS, and NBC networks, but a fourth "major" network helped turn television from a novelty enjoyed mainly by scientists and a few owners of sets in New York City into a popular entertainment medium enjoyed by millions of viewers across the nation.

# TV Study to Be Televised

The members of Ms. Roberta Romano's eighth-grade social studies class hope their schoolmates and friends will watch the six o'clock evening news on WRAM-TV next Friday. Earlier in the afternoon, newscaster Warren Leonard will visit the class to interview students while preparing The Social Effects of Television in 1958 to send to the printers. The 96-page pamphlet will include statistics the students prodused during their 16-week study of the influence of television programming on American society in 1958.



- 1. Center the newsletter title, *The Social Studies TV Project Update*, in bold 24-point type.
- 2. In the first article, The Big Four Became the Big Three, make the following edits:
  - Center the title in bold 14-point type
  - Single space and left-align the text in regular 12-point type
  - Indent the paragraph
- 3. In the second article, TV Study to Be Televised, italicize the title, The Social Effects of Television in 1958.
- 4. Use the spell checker to make certain all words are spelled correctly.
- 5. Below the last article, type in the following article: *Paying for Noticeable Names*. Remember to:
  - Key as accurately as possible the title and paragraphs in the box below
  - Center and format the title in bold 14-point type
  - · Indent the paragraph
  - Left-align the text in 12-point type
  - Use correct keyboarding techniques
  - Use word wrap and ignore any differences between what you key and how the paragraphs appear on this page
  - Use the spell checker

# **Paying for Noticeable Names**

During the 1958 television season, advertisers were careful to get full value for their investments by putting the names of their companies in the titles of programs such as Lux Playhouse, The Dinah Shore Chevy Show, and Lawrence Welk's Plymouth Show.



# **New Computer Skills Performance Test**

Part II: Database Use

# **Directions:**

- 1. Use your database program and the files called DBFILE and DBSHORT.
- 2. Read the scenario.
- 3. Use the database file called DBFILE to respond to questions 1 and 2 below.
- 4. Use the database file called DBSHORT to respond to question 3 below.
- 5. When asked to "describe the steps you took to find your answer," use appropriate database terms (for example, "Sorted the MONTHS EXISTED field in ascending order" or "Searched the MONTHS EXISTED field for all records greater than 200").

### Scenario:

Your social studies class has created a database containing information on the 106 network television shows shown during the evenings in the fall of 1958, the first year that all major networks had a full evening schedule. The database DBFILE is complete through December 1998, and your task is to answer the following questions.

Sample Record from DBFILE database (incomplete)

	Hitchco	ck Presents
BROADCAST DAY	7: <u>Sunda</u>	<u>y</u>
NETWORK:	_CBS	
TIME STARTED: _	9:30	
TIME ENDED:	10:00	
MINUTES LONG:	30	)
GENRE: Suspense A	Antholog	Y.
LEAD PERFORME	R: <u>Alf</u>	red Hitchcock
	1.	Which program lasted for the greatest number of YEARS ON TV?
	2.	Which program had a MONTHS EXISTED number greater than 150 months and a YEARS ON TV number less than 5?
		Explanation: Use database terms to describe the steps you took to find your answer for question 2.
	2.	greater than 150 months and a YEARS ON TV number less than 5?  Explanation: Use database terms to describe the steps



PROGRAM	NETWORK	GENRE	LEAD
Bat Masterson	NBC	Western	Gene Barry
Ed Sullivan Show	CBS	Variety	Ed Sullivan
Leave It To Beaver	ABC	Situation Comedy	Barbara Billingsley
This is Music	ABC	Music	Colin Male

- 3. Close the database file called DBFILE. Next open the database file called DBSHORT. Follow the instructions below:
  - Add a new field named BROADCAST DAY (the new field may be added before or after any pre-existing field)
  - In the new field named BROADCAST DAY, enter the following day for each program:
    - Wednesday (for Bat Masterson)
    - Sunday (for the Ed Sullivan Show)
    - Thursday (for Leave it to Beaver)
    - Monday (for This is Music)

Print your final DBSHORT file.



# New Computer Skills Performance Test Part III: Spreadsheet Use

# **Directions:**

- 1. Use your spreadsheet program and the file called SSFILE.
- 2. Read the scenario.
- 3. Use the spreadsheet file to respond to questions 1 4 below.

### Scenario:

Your social studies class is studying advertising on television in 1958. Your teacher has created a spreadsheet to estimate the number of viewers in the neighborhood around your school who would have seen advertisements for nine programs that were popular in 1958. Your assignment is to test the spreadsheet by answering the questions below. After answering these questions, your teacher wants you to add new information to the file, SSFILE, and create a chart (graph) for presentation to your social studies class.

Program	Weeks Ad Ran	Rating	Weekly Viewers	Times Ad Viewed
Gunsmoke	0	40	208	0
Wagon Train	0	36	187	0
Have Gun Will Travel	0	34	177	0
The Danny Thomas Show	0	32	166	0
Maverick	0	30	156	0
The Price Is Right	0	30	156	0
Wanted: Dead or Alive	0	28	146	0
The Perry Como Show	0	27	140	0
Sugarfoot	0	27	140	
TOTAL VIEWERS WATCH	ING ADS	<del>                                     </del>	0	

	If an ad ran for 7 weeks on <i>The Price Is Right</i> , how many times would the ad have been viewed?
 2.	If an ad on Gunsmoke was viewed 1,872 times, how many weeks did the ad run?



- 3. To the right of the "Times Ad Viewed" column on the spreadsheet, label a new column "Network." In the rows under "Network," enter the following networks for each program:
  - CBS (for Gunsmoke)
  - NBC (for Wagon Train)
  - CBS (for Have Gun Will Travel)
  - CBS (for The Danny Thomas Show)
  - ABC (for Maverick)
  - NBC (for The Price Is Right)
  - NBC (for Wanted: Dead or Alive)
  - NBC (for The Perry Como Show)
  - ABC (for Sugarfoot)

In the rows under the "Weeks Ad Ran" column, enter 7 for each program.

- 4. Using the spreadsheet, create a chart (graph). Choose the chart (graph) that will best display the following information:
  - Column labels (Program, Weeks Ad Ran, Rating, Weekly Viewers)
  - All data in the 4 columns (Program, Weeks Ad Ran, Rating, Weekly Viewers)
  - Do not include the "Times Ad Viewed" column, the "Network" column, or the "TOTAL VIEWERS WATCHING ADS" row

Print your final spreadsheet and chart (graph).



# **Answers to Sample Tests and Notes**

# **New Multiple-Choice Test**

- 1. The correct answer is D. This question measures your ability to create, format, save and print a word processed document.
- 2. The correct answer is D. This question measures your ability to apply searching and sorting strategies used in a database.
- 3. The correct answer is B. This question measures your ability to enter and edit data in a prepared spreadsheet and observe the results.
- 4. The correct answer is C. This question measures your ability to use e-mails as a means of communication.
- 5. The correct answer is B. This question measures your ability to use telecommunications to share and publish information.
- 6. The correct answer is C. This question measures your ability to create a multiple-outcome storyboard as a class activity.
- The correct answer is D. This question measures your ability to research, create, publish, and present projects related to content areas using a variety of technological tools.
- 8. The correct answer is B. This question measures your ability to demonstrate an understanding of copyrights by citing sources of copyrighted materials in papers, projects, and multimedia presentations.
- 9. The correct answer is A. This question measures your ability to recognize an individual's rights of ownership to computer-generated work.

# **New Performance Test**

Part I: Desktop Publishing. The tasks in this section measure your ability to edit and format a word processing file. Tasks measure the ability to align text, change font type and size, use a spell checker, and demonstrate keyboarding techniques.

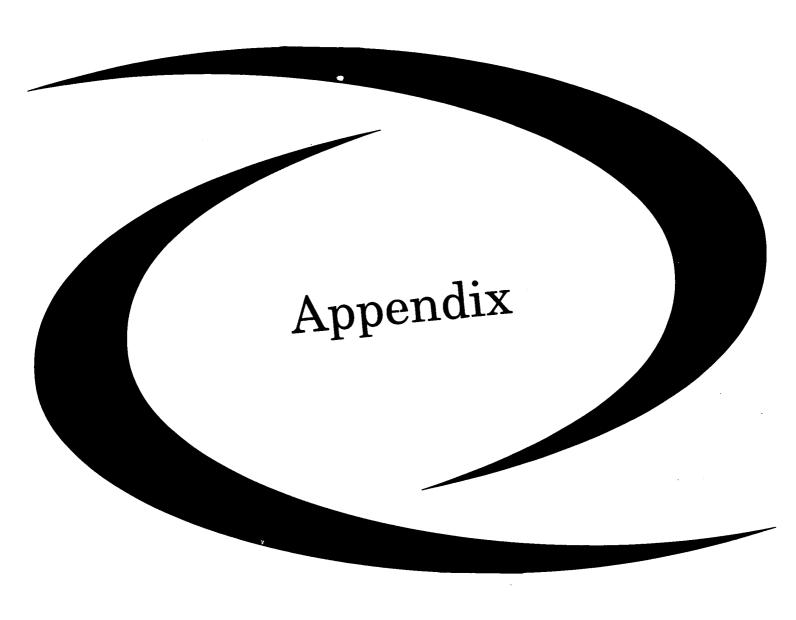
## Part II: Database Use

- 1. The correct answer is "Walt Disney Presents." This question measures your ability to sort a database.
- 2. The correct answer is "Adventures of Ellery Queen." Your answer is also scored for how well you explain how you determined your answer to the question ('I searched the field MONTHS EXISTED for all records > 150 and searched the field YEARS ON TV for all records < 5"). This question measures your ability to search a database using more than one criterion to solve a problem.</p>
- 3. This question measures your ability to add a new field and records into a database.

# Part III: Spreadsheet Use

- 1. The correct answer is "1,092." This question measures your ability to use a spreadsheet to answer simple "What if" statements.
- 2. The correct answer is "9." This question also measures your ability to use a spreadsheet to answer simple "What if" statements.
- 3. This question measures your ability to label a column and enter data into spreadsheet cells.
- 4. This question measures your ability to create a chart (graph) using specific data within the spreadsheet.







### North Carolina Charter Schools, 2000-01

Alpha Academy

American Renaissance Charter School
American Renaissance Middle School

Arapahoe Charter School

Bethany Community Middle School

Bethel Hill Charter School

Brevard Academy
Bridges Charter School
Care Fear Center for Inquiry

Cape Lookout Marine Science High School

Carter Community School

Carter G. Woodson School of Challenge

Charter Day School Chatham Charter School Children's Village Academy

CIS Academy

Community Charter School Community Partners High Crossnore Academy Developmental Day School

Dillard Academy

Downtown Middle School East Wake Academy

East Winston Primary School

Engelmann School of the Arts and Sciences Evergreen Community Charter School

Exploris Middle School Forsyth Academies

Francine Delany New School for Children

Franklin Academy Grandfather Academy Greensboro Academy Haliwa-Saponi Tribal

Harnett Early Childhood Academy

Healthy Start Academy Charter Elementary School

Highland Charter Public School Imani Institute Charter School John H. Baker, Jr., High School

Kennedy School Kestrel Heights School Lake Norman Charter School

Lakeside School

Laurinburg Charter School

Laurinburg Homework Center Charter School

LIFT Academy Lincoln Charter

Magellan Charter School

MAST School

Maureen Joy Charter School

Metrolina Regional Scholars' Academy

Millennium Charter Academy

**New Century School** 

Northeast Rale: 3h Charter Academy

Oma's Inc. Charter School Omuteko Gwamaziima

Orange County Charter School

Phoenix Academy

Piedmont Community School PreEminent Charter School Provisions Academy

Quality Education Academy

**Quest Academy** 

Raleigh Charter High School Research Triangle Charter Academy

River Mill Academy

Rocky Mount Charter Public School

Rowan Academy

Sallie B. Howard School

Sandhills Theatre Arts Renaissance School (STARS)

SPARC Academy

Stanly County Community Outreach Charter School

Sterling Montessori Academy

Success Academy Success Institute

Sugar Creek Charter School Summit Charter School The Learning Center

The Mountain Community School

The Woods Charter School

Thomas Jefferson Classical Academy

Tiller School

**Turning Point Academy** 

Union Academy
Vance Charter School
Village Charter School

Washington Montessori - A Public Charter School

Wayne County Technical Academy





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# Public Schools of North Carolina

State Board of Education
Phillip J. Kirk, Jr., Chairman

Department of Public Instruction Michael E. Ward, State Superintendent

www.nepublicschools.org

August 13, 2002

# **MEMORANDUM**

TO:

LEA Superintendents

LEA Test Coordinators

2m7

FROM:

Louis M. Fabrizio, Director

Division of Accountability Services

Mildred G. Bazemore, Chief

Testing Section/Division of Accountability Services

SUBJECT:

2000-01 Report of Student Performance North Carolina Tests of

Computer Skills

Please find enclosed the 2000-01 North Carolina Report of Student Performance of Computer Skills. This report contains aggregate and disaggregated state-level results from administrations of the computer skills tests (performance and multiple choice) in 2000-01. The reports also provide limited information about the performance of school districts and charter schools. Additional data are included in this year's report regarding the performance of students with disabilities, students identified as limited English proficient, and students in Title I schools.

We nope that you find this information useful for local program evaluation of student performance in computer skills during the 2000-01 school year. We appreciate your continued cooperation and dedication to the children of North Carolina.

LMF:MGB:mlg

C: Dr. Bob Bellamy

Regional Accountability Coordinators

